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LIMBA ENGLEZĂ

IV

Foreword

This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to fourth grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

Join the Explorers, Ben and Lucy, and their dog, Buster, on this exciting adventure in the world of English!

Ministerul Educației

art Klett

Herbert Puchta
Günter Gerngross
Peter Lewis-Jones
with Oana-Cristina Stoica



4

Limba modernă
Engleză
Clasa a IV-a

Unit tour *Limba modernă. Engleză. Clasa a IV-a*

Printed Pupil's Book + Digital Pupil's Book (consistent with the printed version) / Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)

The Pupil's Book contains 9 Units + Extra resources (Manualul cuprinde 9 Unități + Resurse suplimentare)
Each unit has the following structure / Fiecare unitate are următoarea structură:
Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / My Blog)
Extra resources / Resurse suplimentare: two **Revision** units, two **Term tests**, **Festivals**, **Grammar focus**

The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:

Static activity – listening/ studying a significant image / activitate statică, de ascultare și observare a unei imagini semnificative

Animated activity – video/ animation / activitate animată (film/animație)

Interactive activity – exercise with immediate feedback after it is solved / activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc feedback imediat

Vocabulary / Vocabular

– **core vocabulary** presented and contextualised in a colourful illustration / **vocabularul cheie** prezentat și contextualizat printr-o ilustrație
– topic is presented at the foot of the page / tema este prezentată în subsolul paginii



Grammar 1 / Gramatică 1

– **first grammar point** presented and practised in the topic-based context of the unit / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității
– target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

Song / Cântec

– vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / vocabularul și gramatica din unitate sunt combinate într-un cântec pe care copiii îl vor cânta împreună



Grammar 2 / Gramatică 2

– **second grammar point** introduced and practised in a similar manner to the first / este introdus **al doilea set de structuri gramaticale** predat și exersat în aceeași manieră ca și primul
– target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

Story / Poveste

– the **main story** of the unit, introduced in Lesson 1 / **povestea principală** a unității, introdusă în lecția 1
– it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

– explores the story in more depth / exploatează povestea în profunzime
– **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română

Skills work / Formare de competențe

– offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă stimulare pentru dezvoltarea tuturor celor patru competențe specifice

– skills focus is identified at the foot of each page / competențele vizate sunt identificate în subsolul paginii



Create that! Guided visualisation / Creează! Vizualizare ghidată

– brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / combină tema unității și limbajul țintă într-un mod creativ pentru a-i încuraja pe elevi să își folosească imaginația

CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare

– encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite



My Blog – portfolio / Blogul meu – portofoliu





Projects and investigation / Proiecte și teme de investigație

Review pages / Recapitulare

– different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, miniteste de tip quiz și proiecte ce asigură recapitularea într-un format distractiv

– performance descriptors are at the foot of the page / descriptorii de performanță sunt în subsolul paginii

Revision, Assessment and Systematically observing students / Recapitulare finală, evaluare și observare sistematică

– assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare

– **2 Revision** sections at the end of a semester / **2 secțiuni de recapitulare finală** la finalul unui semestru

– **2 Term tests / 2 evaluări sumative**

– **Checklists for teachers to observe students' progress / Liste de verificare pentru ca profesorii să urmărească progresul elevilor**



Festivals / Sărbători

– pages at the back of the book introduce 3 different festivals – Halloween, Christmas and Valentine's Day / paginile de la sfârșitul cărții ce introduc 3 sărbători – Crăciun, Halloween și Valentine's Day







Grammar focus / Focus pe gramatică

– pages at the back of the book provide extra practice for all the grammar lessons in the book / pagini de la sfârșitul cărții ce asigură exersarea suplimentară a structurilor predate pe parcurs

5

Contents

Well Done, Explorers! (pages 8 – 17)

Vocabulary	Grammar	Story and value	Skills
Numbers 20 to 100 At town events Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 4.2	Free-time activities Talking about activities happening at the moment of speaking	*The Map* Working together **Phonics** Groups of consonants	Reading Writing Listening Speaking ▶ **Review** — My Blog (portfolio)

1 His Hair Is Curly (pages 18 – 27)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Physical appearance Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2	Revision of possession. Describing people Introducing and describing friends	*The Knight* Problem-solving **Phonics** The letter sound *ow*	**History:** Discover Museums **Skills** Reading Writing Listening ▶ **Project: Do some research!**	Matching Interpreting pictures Investigating

2 Eating Out (pages 28 – 37)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Food Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	Talking about meals; *some and any*: questions and answers Talking about meals; *going to*	*At the Restaurant* Looking after your possessions **Phonics** Silent consonants	Reading Speaking ▶ **Creativity**	Sequencing Finding relevant information Imagining

Quiz time	In the Pizza Restaurant

3 The Journey (pages 38 – 47)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Personal belongings Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Asking for and giving an opinion Position *in front of, between, behind, next to*	*The Tunnel* Thinking creatively **Phonics** The sound /eə/	**Geography:** Directions **Skills** Speaking	Interpreting pictures Analysing and making inferences

▶ **Revision 1 Unit 0 – Unit 3** (pages 48 – 51) **Term test 1 Unit 0 – Unit 3** (pages 52 – 53)

4 Our Daily Tasks (pages 54 – 63)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Daily tasks Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	Telling the time; moments of the day; habits and routines Talking about routines; *before* and *after*	*The Mysterious H* Being observant **Phonics** The sounds /ɑː/ and /ɔː/	Listening Speaking ▶ **Creativity** ▶ **Review** — My Blog (portfolio)	Interpreting a table Imagining

6

5 Look at that Baby! (pages 64–73)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Animals and their babies The home Competences: 1.1, 1.3, 2.1, 2.3, 3.1	Talking about animals *Where's / Where are …?* *She's / He's / They're in the …*	*The Secret Door* Keeping calm **Phonics** The letter sound *ea*	Listening Reading Speaking ▶ **Creativity**	Interpreting pictures Logical reasoning Imagining

Quiz time	Save the Panda Cub

6 Our School (pages 74–83)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
School places Weather Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1	Revision of time and routines Asking and answering about the weather	*In the Music Room* Having healthy snacks **Phonics** The sounds /ɜː/ and /ɔː/	Reading Speaking Writing **CLIL** **Music:** Musical Instruments ▶ **Creativity** ▶ **Project: Do some research!**	Matching Logical reasoning Imagining Investigating

7 I'd Like to Be a … (pages 84–93)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Jobs Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2	*Have to* *Have to*: questions and answers	*The Trap* Counting on others for help **Phonics** Word stress and /ə/	Speaking Reading Writing **CLIL** **Science:** The Solar System	Interpreting a table

8 Holidays at the Seaside (pages 94–103)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Holiday activities Competences: 1.1, 1.3, 2.1, 2.2, 3.1, 3.3, 4.2	*Why … ? Because …*	*The Last Line* Being altruistic **Phonics** Unstressed words	Listening Speaking ▶ **Creativity**	Matching Interpreting pictures Imagining

Quiz time	Who? What? Where?

▶ **Revision 2 Unit 4 – Unit 8** (pages 104–107) **Term test 2 Unit 4 – Unit 8** (pages 108–109)

General and specific competences from the curriculum explored in the units:

1. Understand simple oral messages
 1.1. Identify details in simple messages that have been clearly and slowly articulated in familiar / predictable contexts
 1.2. Follow simple directions with the purpose of reaching a goal
 1.3. Show interest in understanding details from a variety of oral messages articulated clearly and slowly (movies, children's songs)
2. Speak in everyday communication situations
 2.1. Ask and give information about the classroom, family, address, people, hobbies, routines
 2.2. Talk about activities in a dialogue
 2.3. Describe objects, homes
3. Understand simple written messages
 3.1. Identify details in simple texts which contain everyday information
 3.2. Identify specific information regarding an event on a poster (including digital posters) or in other types of material
 3.3. Identify specific information in a simple form (name, surname, birthday, address)
4. Write short simple messages in everyday communication situations
 4.1. Fill in a questionnaire with personal details (name, surname, address, age, hobbies)
 4.2. Write simple messages about oneself / about others

1. Receptarea de mesaje orale simple
 1.1. Identificarea unor detalii din mesaje simple articulate clar și rar în contexte cunoscute / previzibile
 1.2. Urmărirea unor instrucțiuni simple de orientare, în vederea atingerii unui obiectiv
 1.3. Manifestarea interesului pentru înțelegerea de detalii dintr-o varietate de mesaje orale simple, articulate clar și rar (filme, cântece pentru copii)
2. Exprimarea orală în situații de comunicare uzuală
 2.1. Cererea și oferirea de informații referitoare la casă, familie, adresă, persoane, hobby-uri, obiceiuri
 2.2. Prezentarea unor activități în cadrul unei interacțiuni
 2.3. Descrierea unor obiecte, a locuinței
3. Receptarea de mesaje scrise simple
 3.1. Identificarea unor detalii din texte simple care conțin informații uzuale
 3.2. Identificarea unor elemente importante de reperare a unui eveniment pe un afiș (inclusiv afiș igital) sau pe un alt support
 3.3. Identificarea datelor cerute pe un formular simplu (nume, prenume, data nașterii, adresa)
4. Redactarea de mesaje simple în situații de comunicare uzuală
 4.1. Completarea unui chestionar cu detalii personale (nume, prenume, adresă, vârstă, pasiuni)
 4.2. Redactarea de mesaje simple despre sine/ despre alții

Well Done, Explorers!

1 Listen and look. Then listen and say the words.

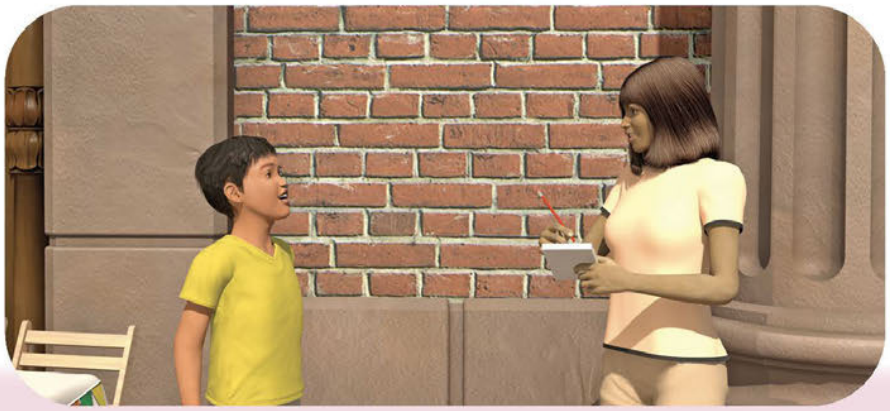


2 Pair work. Ask and answer.

What's number 4?

It's a photographer.

3 Read the interview with Ben and guess the correct answers. Then listen and check.



1 Do you like adventure?
 a Yes, I do.
 b No, I don't.

2 What do you do in your free time?
 a I ride my bike and go on adventures with my dog.
 b I ride my bike and go on adventures with Lucy and my dog.

3 What does Lucy do in her free time?
 a She likes singing.
 b She likes painting.

4 Do you and Lucy do other things together?
 a Yes, we do.
 b No, we don't.

5 Does Lucy like Buster?
 a Yes, she does.
 b No, she doesn't.

4 Listen and say.



Grammar focus

Do you **read** books?	Yes, I **do**. / No, I **don't**.
Does Emma **go swimming**?	Yes, she **does**. / No she **doesn't**.
What **do** you **do** in your free time?	We **ride** our bikes.
What **does** Paul **do** in his free time?	He **listens** to music.

5 Interview a friend. Find out four new things.

Do you go to bed at nine o'clock?

No, I don't. I go …

1 Listen and sing.



The Explorers!
Here they come.
Lucy and Ben. Adventure and fun.
The Explorers!
Here they are.
Ben and Lucy. Action stars.

Does Ben like adventure?
Yes, he does.
He loves real action
Just like us.

The Explorers! ...

Is Lucy scared of things?
No, she's not.
Does she find much treasure?
Yes, a lot!

The Explorers! ...

Do they like good stories?
Yes, they do.
Here's their next adventure.
You can join in too!

The Explorers! ...

2 Pair work. Ask and answer.

Does Ben like adventure?

Yes, he does.

3 Read the questions. Look and say the correct answers.



1	Are the girls listening to music?	a	No, they aren't. They're dancing.
2	Is the boy playing football?	b	Yes, he is.
3	Is the mayor talking on the phone?	c	No, he isn't. He's looking at a book.
4	Is the journalist talking to a girl?	d	Yes, they are.
5	Is the photographer painting?	e	Yes, she is.
6	Are the boy and girl having lunch?	f	No, he isn't. He's taking a photo.

4 Listen and say.



Grammar focus

Are you listening to the radio?	**Yes, I am.**
Are Chris and Tina sleeping?	**No, they aren't. They're fishing.**
Is the journalist talking to a girl?	**Yes, she is.**
Is Peter having lunch?	**No, he isn't. He's watching TV.**

5 Look at the picture in Activity 3. Play the memory game.

Are the girls playing the guitar?

No, they aren't. They're …

1 The Explorers The Map

1



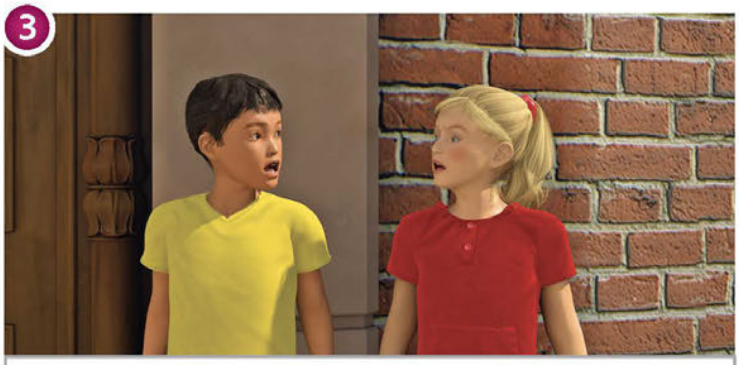
Mr Davidson: Mmm. It's a beautiful statue.
Lucy: And it's very, very old.
Ben: Yes, it is.

2



Mr Davidson: This strange symbol here … I know this …
Lucy: What is it?
Mr Davidson: That's it! Now I remember. Wait here.

3



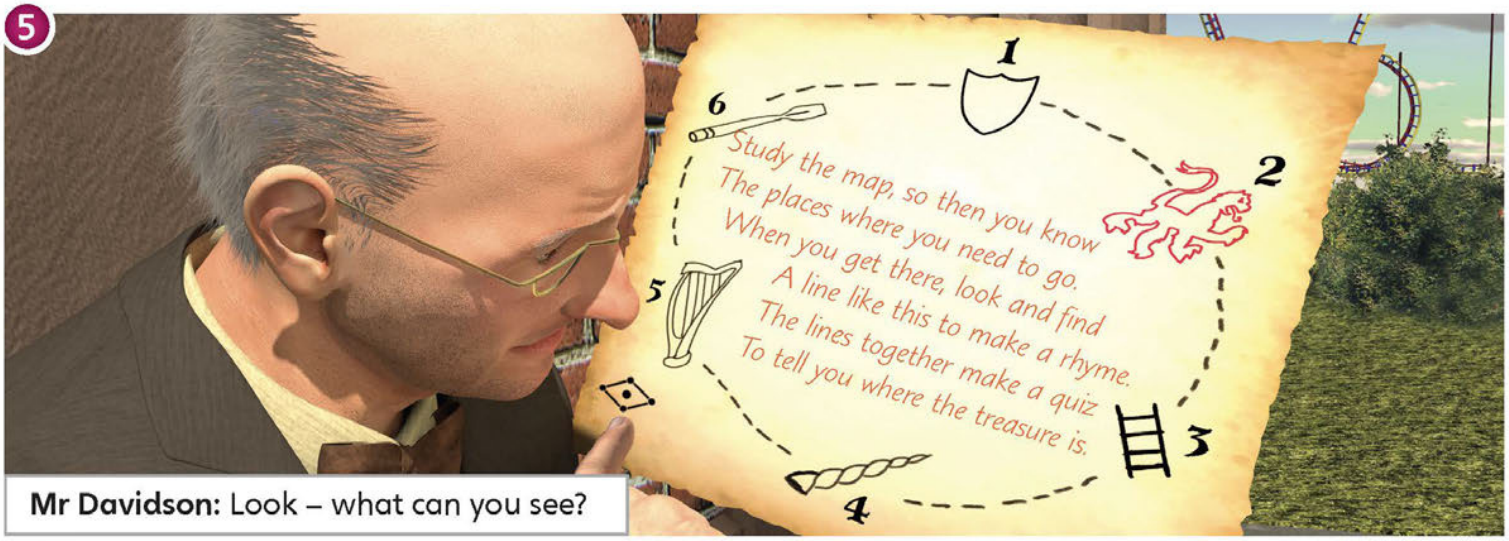
Ben: Mmm. *What* does he remember?
Lucy: And where is he now?
Ben: I think he's in the museum. But what's that symbol?

4



Mr Davidson: Here you are. Look at this.
Lucy: What is it?
Mr Davidson: A map from the museum.

5



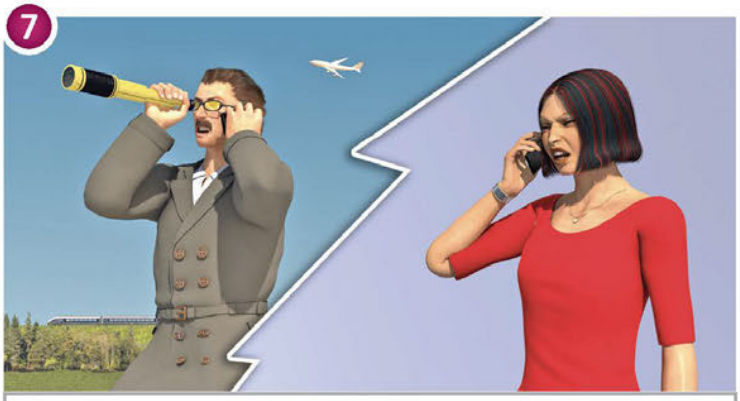
Mr Davidson: Look – what can you see?

6



Ben: The symbol! It's the same as on the statue.
Mr Davidson: This diamond is the symbol of an old English king. With this map you can find more of his treasure.

7



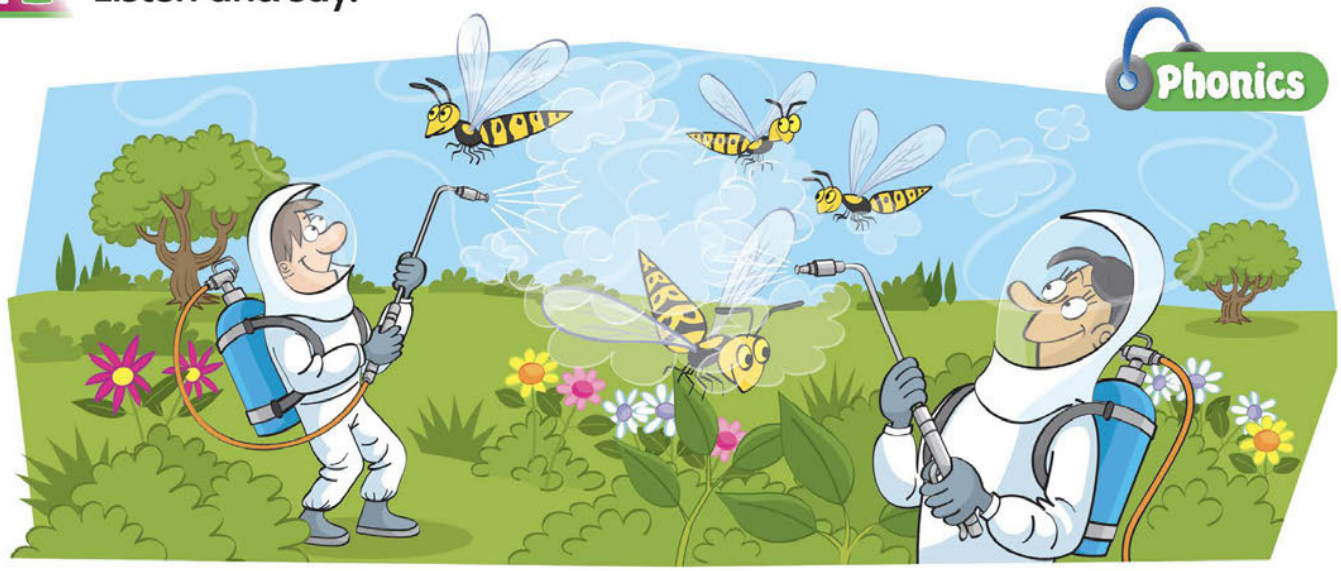
Horax: Zelda, it's me. The kids have got a treasure map.
Zelda: Let's follow them and find that treasure!

2 Answer the questions.

1 What does Mr Davidson find on the statue?
2 Where does he go?
3 What does he get?
4 What can Ben and Lucy find with the map?
5 Who is watching them?

3 Find the strange symbol in the story.

4 Listen and say.



They wear masks when they do tests on wasps with the new spray.

Skills

1 Read the email. Then answer the questions.

Send Chat Attach Address Format Save

To: Mat@emailsforyou.com Subject: Free-time activities

Dear Mat,

It's nice to meet you. I live in Norwich in the UK. It's beautiful here. In my free time I ride my skateboard in the park and I read books. I love adventure books. They're great! I'm reading a pirate story now. In the morning I listen to music. What do you do in your free time? Write soon.

Your friend,
Josh

a Who is the email from?

b Who is the email for?

c What does Josh write about?

2 Read the email again and circle the pictures.

1 What does Josh do in his free time?



2 What does Josh like to read?



3 What does Josh do in the morning?



3 Write an answer to Josh's email.

Send Chat Attach Address Format Save

To: Josh@emailsforyou.com Subject: Free-time

Dear Josh,

Thank you for your email. I ...

Skills

1 **Look, read and point to the correct picture. Listen and check.**

a 

b 

Tom

a 

b 

Anna

a 

b 

Paul and Sarah

1 Tom is playing with his cat. He isn't talking on the phone.

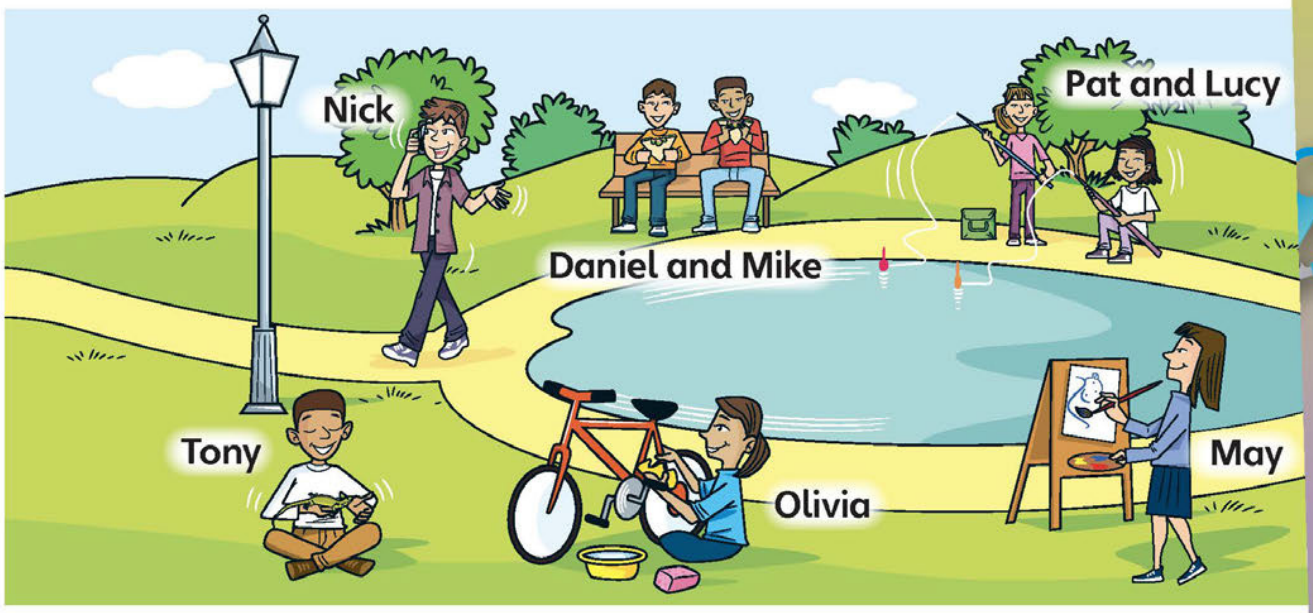
2 Anna is reading a book. She isn't playing the piano.

3 Paul and Sarah are dancing. They aren't listening to the radio.

2 **Look at the picture. Say and guess.**

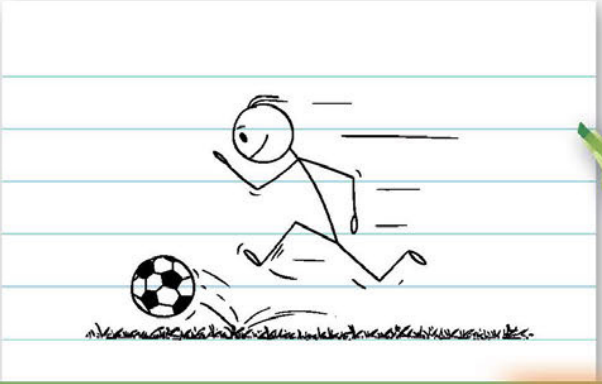
He's playing with …

It's …



3 **Pair work. Draw your own picture. Then tell your partner about it.**

In my picture the boy is ...



Review – My Blog

1 Read Julie's Blog. Then number the pictures. **Portfolio**

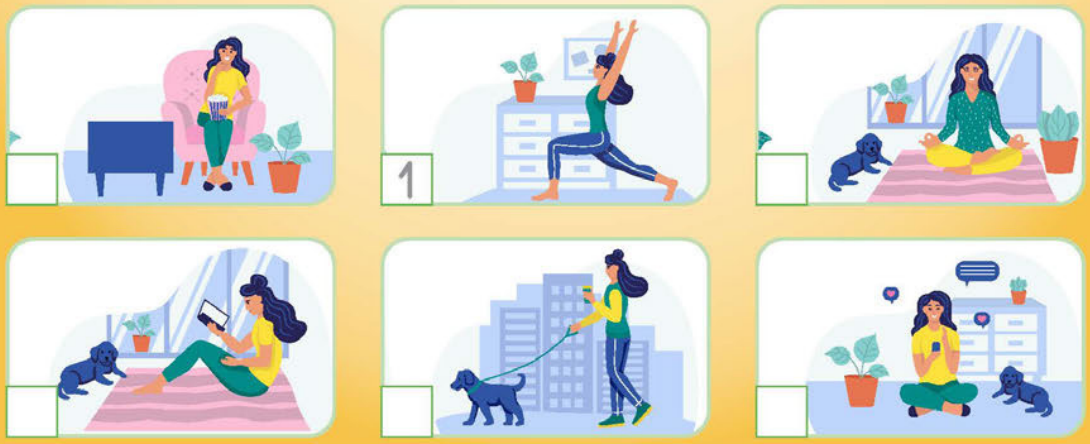


Hi,
I'm Julie!

Welcome to my blog! Let's talk about hobbies!
I like exercising in my free time. Sometimes I do yoga. My dog Jonesy helps me. Do you exercise? What exercises do you do? Every day I go for a long walk with my dog. We walk in the park for one hour. The fresh air is really good for me.
I love watching TV. I watch cartoons and romantic films. Do you watch TV? What do you like watching?
I really like reading. My favourite stories are fantasy stories. At the moment I'm reading a book with princesses, witches and flying horses… Do you like reading? What do you read?
Oh, and every day **I chat online with my friends. I enjoy that very much.** I'm chatting with them right now.
I have to go now! My favourite TV show is on.
Tell me about your hobbies in the comment section below!

Bye for now!

Like Comment Share SUBSCRIBE



2 Read and say which comment answers Julie's questions.

Alice 30 minutes ago

Dear Julie, I love your blog. I exercise every day. I ride my bike in the park. I love fresh air too. I don't have a dog. I have a cat. We play every day. It's lots of fun. I don't watch TV, but I read books. My favourites are adventure stories. I'm reading a book called *Pirates of the East Seas* now. I chat online with my friends too. We chat for hours and send photos. It's great.
Love, Alice

132 REPLY

View **23 replies**

Mike 2 hours ago

Dear Julie, I read your blog all the time. My daily routine looks like this: every day I get up at seven o'clock and I have a shower. I have breakfast and then I go to school. I come home at one o'clock, I have lunch and I do my homework. I go to bed at nine o'clock.
Best wishes, Mike

55 REPLY

View **123 replies**

3 Write a comment on Julie's blog. Put it in your portfolio.

You 3 hours ago

Dear Julie, I read your blog all the time.
My hobbies are …

13 REPLY

View **1 reply**

4 Pair work. Talk to your partner about your hobbies. What do you do in your free time? What are your favourite activities?

I like exercising in my free time. I love reading, too. What about you?

1 His Hair Is Curly

1 Listen and look. Then listen and say the words.



1 blonde
2 curly
3 moustache
4 teeth
5 straight
6 beard
7 fat
8 thin

2 Pair work. Say and guess.

He's got a moustache.

It's king **A**.

3 Look, read and say the letter.

a 

b 

c 

d 

e 

f 

1 Our eyes are green.
2 His nose is long.
3 My teeth are big and white.
4 Her ears are big.
5 Their hair is short and straight.
6 Her hair is blonde and curly.

4 Listen and say.

Grammar focus

My eyes are big.
His moustache is long.
Our eyes are brown.
Your hair is blonde and curly.
Her hair is short and straight.
Their teeth are white.



5 Pair work. Describe a classmate. Your friend guesses.



1 Listen and sing.



His hair is straight
His ears are small
His teeth are big
But that's not all.

He's a great, great, great, great boy,
He's a lot of fun to be with, yeah.
He's a great, great, great, great boy,
His name is Roy!

Her hair is curly
Her nose is short
She's a little thin
She really likes sport.

She's a great, great, great, great girl,
She's a lot of fun to be with, yeah.
She's a great, great, great, great girl,
Her name is Isabelle!

2 Choose words and write a new verse.

His / Her … is …
His / Her … are …
He's / She's a little …
He / She really likes …

3 Look, listen and say the letter for each name.

Pablo David Harry Kim Sandra Emily

a 

b 

c 

d 

e 

f 

4 Listen and say.

Grammar focus

Who's this?

This is Tom. Tom's sweater is blue.
This is Olivia. Olivia's hair is curly.
This is Daniel. Daniel's trousers are big.



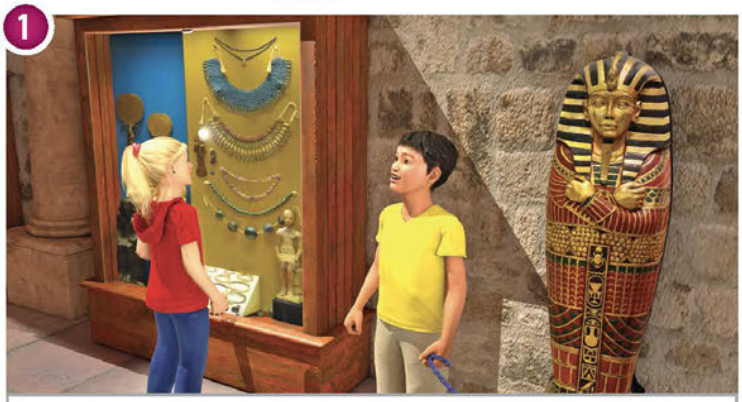
5 Pair work. Look at Activity 3 and play the memory game. Describe the children.

Describe David.

David's T-shirt is yellow. His hair is …

1 The Explorers The Knight

1



Lucy: Now, let's look for the first line of the rhyme.
Ben: Mmm. Are you sure it's here?

2



Ben: What's that! Help!
Lucy: Oh! It's an arrow!
Ben: Someone's trying to hurt us.

3



Ben: Let's go. We can come back tomorrow …
Lucy: Look out! It's a knight! He's coming after us. Run!

4



Ben: Look, this is a good place to hide.
Lucy: Yes, it is. We're lucky!
Ben: Shhh. Let's keep quiet.

5



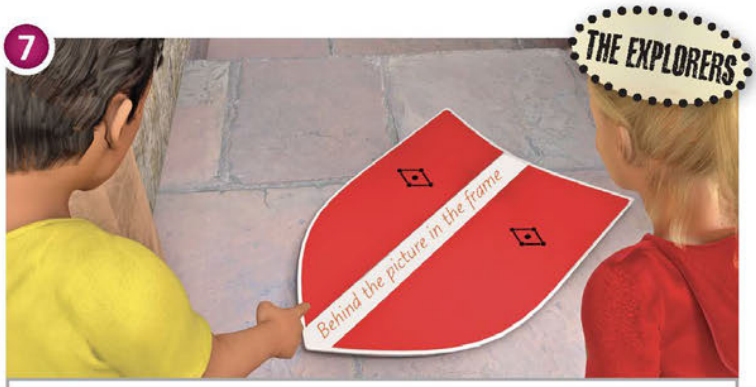
Lucy: I've got an idea. Hold Buster's lead. Buster, come here!
Ben: That's it, Buster! Good dog!

6



Ben: What a great idea, Lucy.
Lucy: Thanks, Ben! Now, let's try to find that line.

7



Ben: Look! The knight's shield! Look at the symbol! And there's the line of the rhyme.
Lucy: 'Behind the picture in the frame'. Let's write it down.

8



Zelda: Poor Horax.
Horax: Oh, I feel terrible! Let's go and get those children.
Zelda: And their map.

2 Answer the questions.

Who …

1 sees the knight?
2 is coming after Ben and Lucy?
3 finds a place to hide?
4 has a great idea?
5 sees the shield?
6 is the knight?

3 Find the crown and arrow in the story.

4 Listen and say.

Phonics



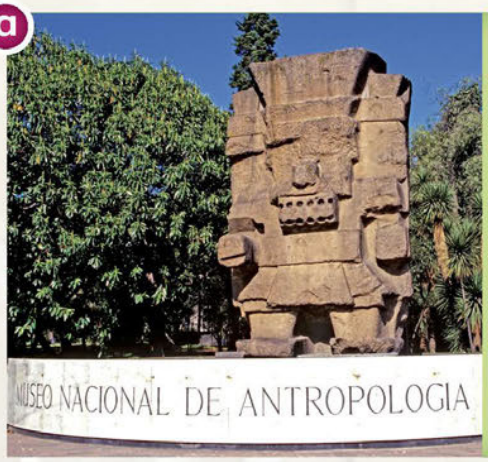
A crowd is watching the clown show from the window.

Learn and think

Discover Museums

1 Read and listen about two museums. Say what you can find in them.

a



The National Museum of Anthropology in Mexico City has a big collection of ancient Mexican pieces. There are 23 galleries. There you can find exhibits of Aztec culture. A famous exhibit is the Sun Stone. This is a round sculpture. It shows the Aztec calendar. Another important exhibit is the mask of the Zapotecs. This mask is a mix between an animal and a man – it's got four ears and a big mouth!

b

The Egyptian Museum in Cairo is a famous museum in Egypt. There you can go to the Royal Mummy Room and see the 27 mummies. Some mummies are wrapped in bandages. Another important exhibit is the gold mask of the king Tutankhamun. It shows the king's face. He's got big eyes and there's a vulture and a cobra on his forehead. These are symbols of his power.



2 Read about the museums again. Then look at the photos and say what they show.

1



2



3



4



3 Make a table about the two museums on page 24. Include:

- Name of museum
- Location (city and country)
- Famous collection in the museum
- Famous exhibits in the museum

Portfolio

Name of museum:	A: The National Museum of Anthropology	B: The Egyptian Museum
Location:	Mexico City, Mexico	...

- Put the table in your portfolio

4 Work in groups. Ask and answer. Make notes.

Do you know a museum? Where is it? What's your favourite exhibit?

	Museum	City	Favourite exhibit(s)
Maria	The Grigore Antipa Museum	Bucharest	the mammoth

5 Tell the class.

Maria knows the Grigore Antipa Museum in Bucharest. Her favourite exhibit is the mammoth.

6 Pair work. Do some research. Make a collage for a time capsule.

Project
Do some research!

1 A time capsule contains interesting objects. These objects tell people in the future about life in the past. Make a time capsule. Write a list of four things.

2 Make a collage with photos or drawings.



a TV
a computer game
a guitar
a digital camera







I think my project is: ☺ 😐 ☹

Skills

1 Look and answer the questions.

Julie loves the Planetarium. This poster is on the wall of her classroom. The Planetarium is organising an event called Astronomy Day and Julie really wants to go.



1 Where is the Planetarium?
2 When is Astronomy Day?
3 What time does Astronomy Day start?
4 What can you see there?
5 What can you do there?
6 Who can go to Astronomy Day?

2 Pair work. Ask and answer the questions.



Skills

1 Look, read and answer.

Julie wants to create an account on the Planetarium website.
She wants to receive email notifications every time the Planetarium organises events like Astronomy Day. She needs to follow these steps:



2 Listen and complete.

a First name: Julie

b Last name: _____

c User name: _____

d Email Address: _____

e Password: _____

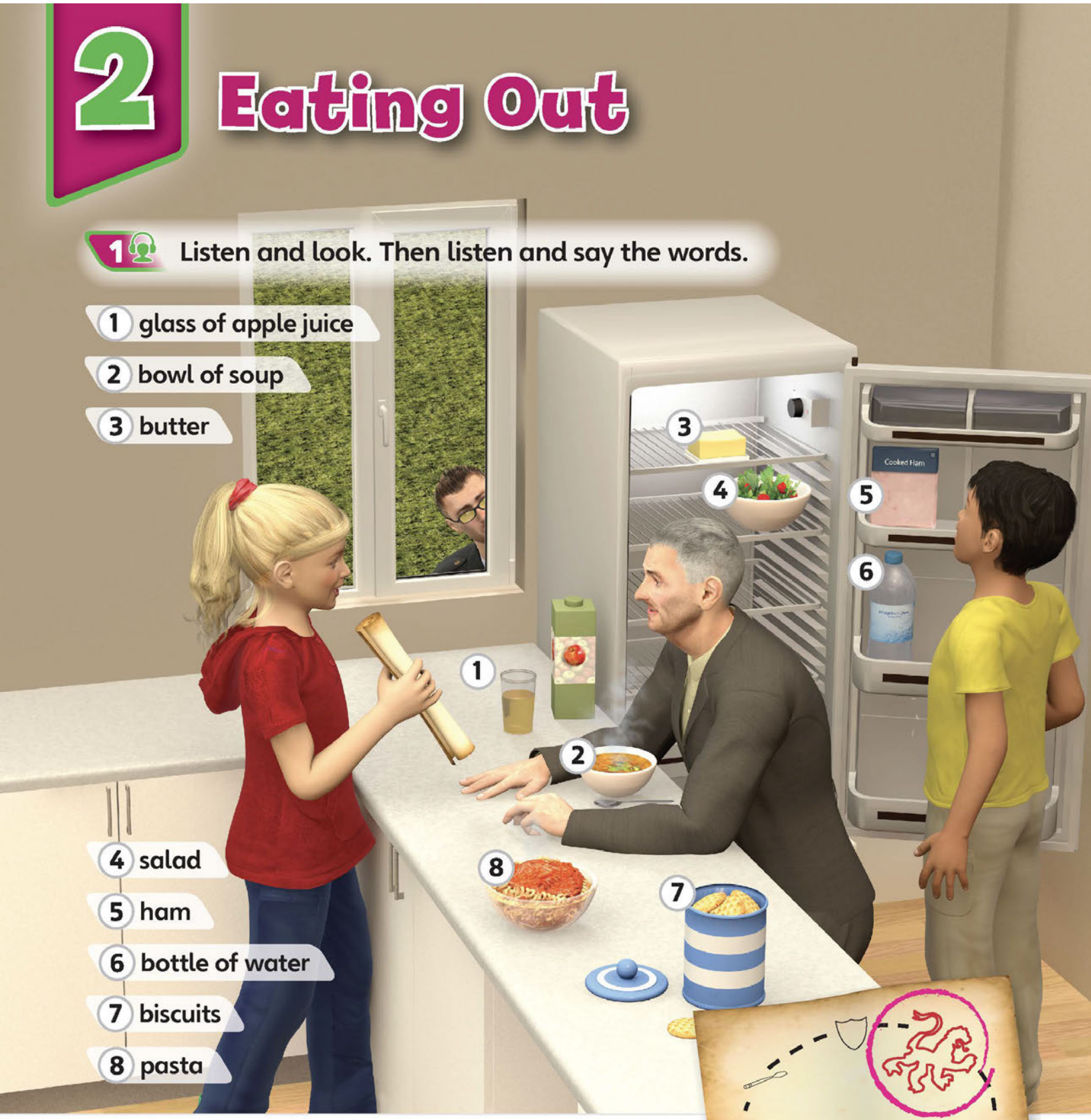
f Confirm password: _____



2 Eating Out

1 Listen and look. Then listen and say the words.

1. glass of apple juice
2. bowl of soup
3. butter
4. salad
5. ham
6. bottle of water
7. biscuits
8. pasta



2 Pair work. Talk to your partner.

I'm hungry / thirsty.

Would you like … ?

3 Listen, read and say the letter.


Guess what's in my roll!


Are there any tomatoes?


Yes, there are some tomatoes.


Is there any cheese?


No, there isn't any cheese.


Is there any ham?


Yes, there's some ham.

a



b



c



4 Listen and say.

Grammar focus

Is there **any** salad?	Are there **any** biscuits?
There isn't **any** salad.	There aren't **any** biscuits.
There is **some** salad.	There are **some** biscuits.



5 Pair work. Play the imaginary sandwich game.



1 Listen and sing.

Is there any pasta?
Is there any ham?
Have a look inside the fridge
I'm hungry – yes I am!

Quick, quick, run – run to the fridge.
We're really really hungry
Tell us what there is.

Is there any salad?
Are there any peas?
Have a look inside the fridge
Can you help me please?

Quick, quick, run ...

Are there any apples?
Is there any cake?
Have a look inside the fridge
Sorry, you're too late!



2 Look at Activity 1 again. Answer the questions.

What's in the fridge?
What's in the lunchbox?

3 Listen and look. Say what food there is going to be in the soup.



4 Listen and say.

Grammar focus

I'm going to buy some bread.
I'm not going to make pasta.
Are you going to make soup? Yes, I am.
Are you going to have dinner? No, I'm not.



5 Pair work. Make a bowl of soup or a salad with your partner.



1 The Explorers At the Restaurant



Lucy: What a nice restaurant!
Ben: Look at our treasure map, Grandpa.
Grandpa: Oh yes! Ah, but here's our soup. Let's look at the map later.



Grandpa: So, it's a treasure map. What are you looking for?
Lucy: There are pictures on the map. We're looking for these pictures and the lines of a rhyme.



Waiter: Here's your bread.
Lucy: The next picture on the map is a lion. I think the next line is at the zoo …
Ben: But you don't find *red* lions at the zoo!



Ben: Oh, no! The map!
Lucy: What is it?
Ben: It isn't in my pocket!



Grandpa: Ben, Lucy … are you looking for this?
Ben: The map! You've got it, Grandpa! How?
Grandpa: Remember to be careful!



Grandpa: I think that waiter wants the map. But he's got a menu now – from your pocket, Ben! I'm clever!

7



Grandpa: Hmm, I think I know that waiter … I'm going to tell you the story, but later. First, let's talk about this picture of the red lion.

8



Lucy: The Red Lion! It's this restaurant!
Grandpa: Yes, and now look at the menu.
Ben: It's the symbol and the line! It says: 'Lots of stairs. Climb thirty-three!'

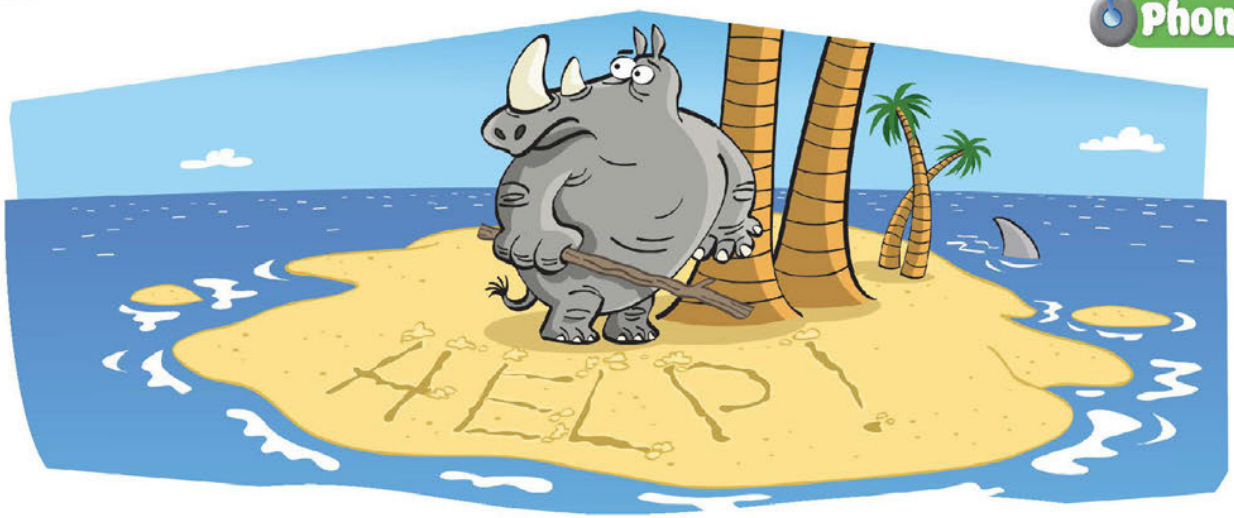
2 Say the correct order of the sentences from the story.

a Ben and Lucy show the map to Grandpa.
b Grandpa asks the children about the map.
c Grandpa shows Ben and Lucy the map.
d The waiter brings the bread.
e Grandpa helps Ben and Lucy to find the line.
f Ben can't find the map.

3 Find the sword in the story.

4 Listen and say.

Phonics



A rhino writing a rescue sign on an island

Skills

1 Read and say what the children eat for breakfast in the morning.



Amy from the UK

On Saturday mornings my dad makes a very special breakfast. We have sausage, bacon, fried tomatoes, beans, fried eggs and some toast.





Rodolfo from Mexico

I live in the north of Mexico. In the morning I eat a breakfast called *salchicha con huevo*. This is sausage with scrambled eggs. We eat it with tortillas. It's delicious!





Ana from Brazil

In Brazil we call breakfast *café-da-manhã*. You can have different foods. I have bread, eggs and cheese and then a piece of special cake. We also eat a lot of fruit. I like mango and watermelon.
We drink orange juice.



Who eats ... ?

1 

2 

3 

4 

5 

6 

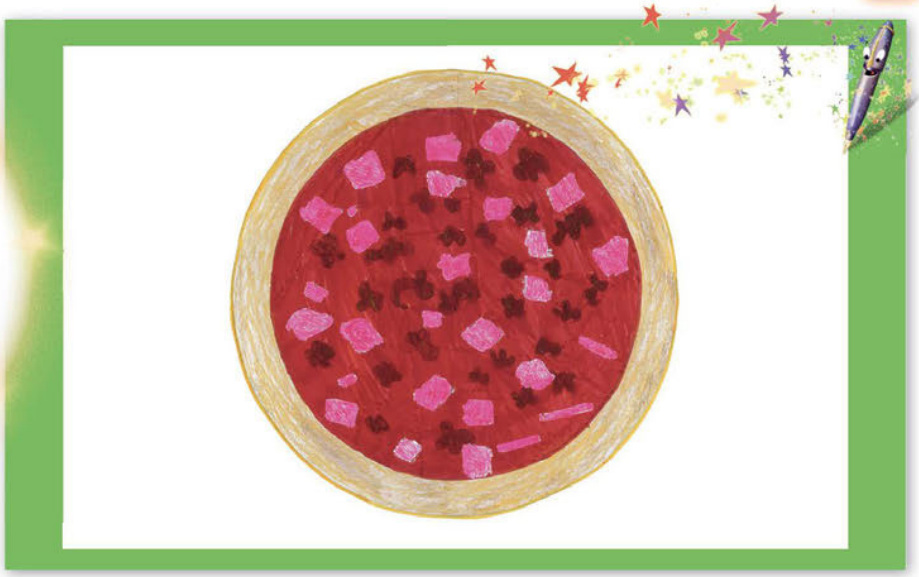
2 Talk about breakfast in your country.

I love breakfast. I have bread ...

Create that!

1 Listen and imagine. Then draw your picture.





2 Write about your picture. Use these questions.

1 What is on your pizza?
2 What isn't on your pizza?
3 Is it a big or a small pizza?
4 Do you like your pizza?

This is my perfect pizza. It's got my favourite things on it! It's very big. There's some ham and some sausage. My pizza hasn't got any onions on it. I don't like onions …

3 Now tell the class.

This is my perfect pizza. There's …



Quiz time



1 Do the quiz.



1 Emma lives at number … **(1 p)**
a fourteen b forty c four



2 Maria's hair is blonde and … **(1 p)**
a curly b straight c short

3 Is the journalist … notes? Yes, she is. **(1 p)**
a writing b write c writes





4 Which is the word with the different sound? **(1 p)**
a yellow b window c flower

5 I … listen to music. **(1 p)**
a go to b going to c 'm going to





6 Is there … pasta in the bowl? Yes, there is. **(1 p)**
a a b any c an

7 … you going to make some biscuits? Yes, I am. **(1 p)**
a Do b Are c Is

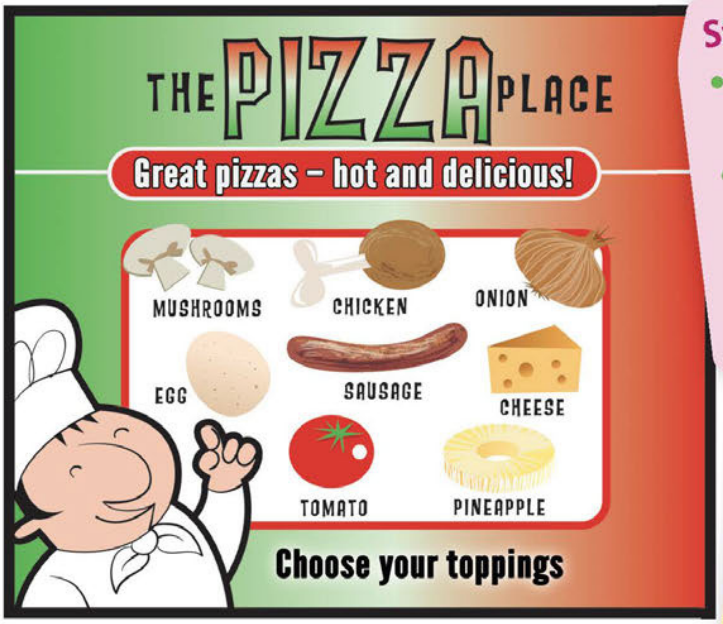




8 What does Jack do in his free time? He … football. **(1 p)**
a plays b play c is playing

In the Pizza Restaurant

1 Choose a role card. Look, read and plan.



Student A

- You are the waiter in the pizza restaurant.
- Choose five toppings that you have.
- Ask your customer what he/she wants to eat and drink.

Student B

- You are in the pizza restaurant.
- Choose three toppings.
- Order a pizza and a drink.

Useful language

Waiter	Customer
Can I help you?	I'd like a …
Sorry, we haven't got any …	Have you got any … ?
How about … ?	I don't like …
	Can I have … ?

2 Pair work.
Act out your play.



3 The Journey

1 1 2 Listen and look. Then listen and say the words.

1 mobile phone
2 keys
3 tickets
4 money
5 wallet
6 compass
7 blanket
8 rucksack
9 towel

2 Pair work. Play the miming game.

What am I using?

You're using your keys.

3 Listen and say the letter.

a



b



c



d



4 Listen and say.

Grammar focus

What do you think of my bike? **I think** it's great.
What do you think of my goggles? **I think** they're funny!



5 Pair work. Ask and answer. Use the words in the box.

What do you think of … ?

I think it's …

beautiful great old big small funny dirty ugly nice

1



2



3



4



5



6



7



8



1 Listen and sing.



We're going to the countryside
And we've got everything.
Look at all our things,
There's nothing more to bring!

What do you think of my wallet?
I like it. I think it's great.
What do you think of my compass?
It's nice but come on, we're late!

We're going to the countryside ...

What do you think of my rucksack?
I like it but don't be slow.
What do you think of my blanket?
It's nice but please let's go!

We're going to the countryside ...

2 Look at Activity 1 and these pictures. Say what the boy has or hasn't got.

He's got a compass but he hasn't got keys.

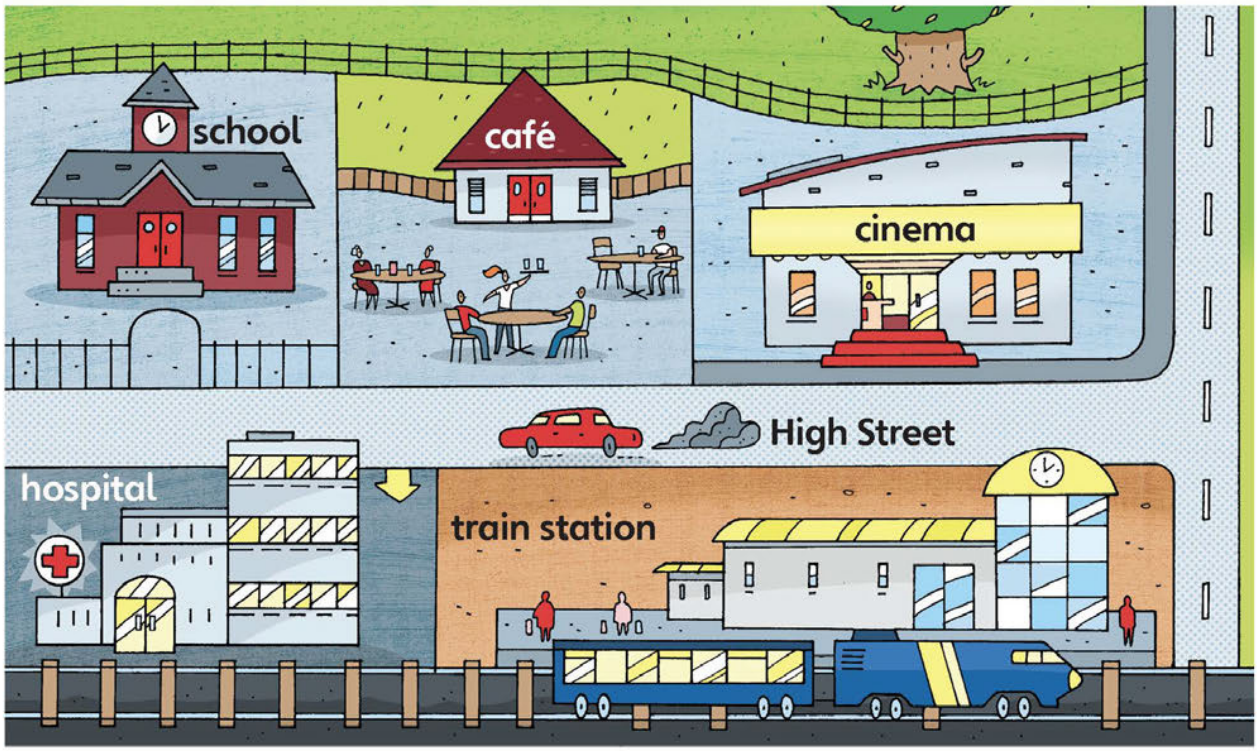
1  

2  

3  

4  

3 Look and say the correct answer. Listen and check.



1 The café is between the school and the **hospital** / **cinema**.
2 The car is in front of the **café** / **school**.
3 The hospital is next to the **cinema** / **train station**.
4 The tree is behind the **cinema** / **café**.

4 Listen and say.



Grammar focus

The cinema is **between** the toy shop and Green Street.
The hospital is **behind** the playground.

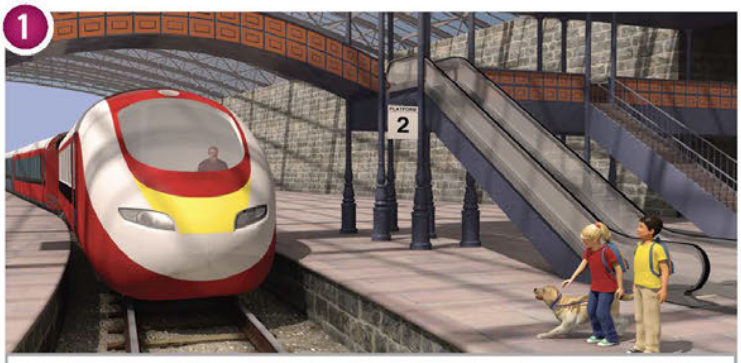


5 Look at Activity 3 again. Say and guess.

It's next to the café.

The school.

1 The Explorers The Tunnel



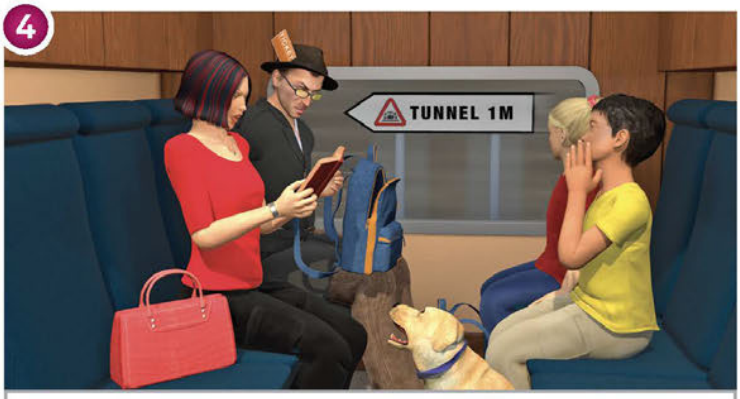
Lucy: I'm thinking of your grandpa's story. I'd like to hear it!
Ben: Me too. I'm sure it's good!
Lucy: Our train is coming now. Quiet, Buster!



Ben: What stop is this?
Lucy: Let's see. It's Broom … Oh no! Horax and Zelda!
Ben: Get away from the window!



Horax: Ha! You can't escape! Where's the map?
Lucy: We haven't got it here.
Horax: Open your rucksacks.



Horax: Zelda, check the book. Is the map there?
Ben: Look! We're going into a tunnel. Now's our chance!



Ben: Buster, good dog. Say hello!
Horax: Yuck! Get down! Quick, Zelda, go to the door! Don't let the kids escape!



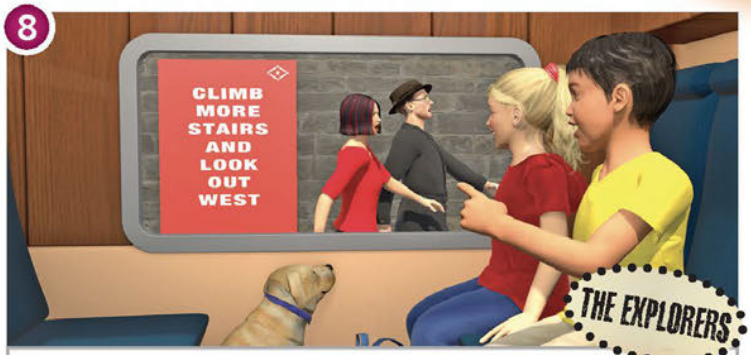
Conductor: Tickets, please … thank you.
Horax: Hey, our tickets! They aren't in my hat.
Zelda: Oh no! Where are they?

7



Conductor: Please get off the train at the next station.
Horax: But …
Conductor: Here's the station now. Goodbye.

8



Lucy: Well done, Ben. Look – Horax and Zelda aren't very happy!
Ben: Lucy, look over there! It's the line: 'Climb more stairs and look out west.'

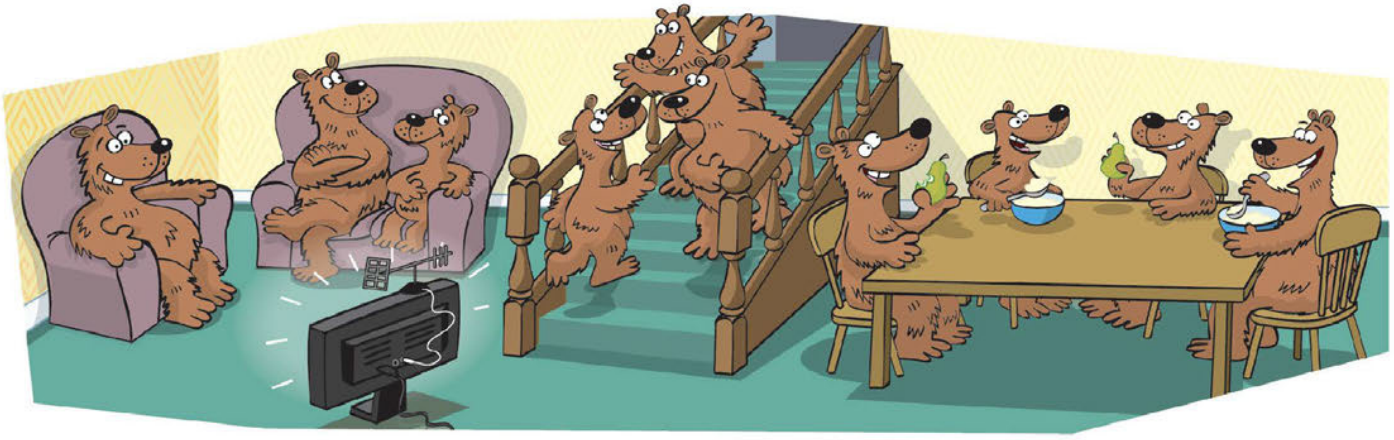
2 Say the correct sentences.

1 At Broom station Lucy sees …	a Ben's rucksack.
2 Horax looks for the map in …	b Horax and Zelda.
3 In the tunnel Ben takes …	c the line of the rhyme.
4 Horax can't find the tickets …	d the train.
5 Horax and Zelda get off …	e the tickets out of Horax's hat.
6 Ben sees …	f in his hat.

3 Find the stairs and the pear in the story.

4 Listen and say.

Phonics



Bears on stairs, bears on chairs, hairy bears are everywhere!

Learn and think

Directions

1 Read about navigation. What are apps?

Are you lost? You can use a compass and a map to find your way or to navigate.
A compass is an instrument that always shows you where the north is. A map is a drawing of a street, a city, a country or even the entire world.
Today we don't use compasses and maps very often. We use special apps on our mobile phones. These apps or mobile applications are actually computer programmes. They use satellites to help us find our way.


mobile app

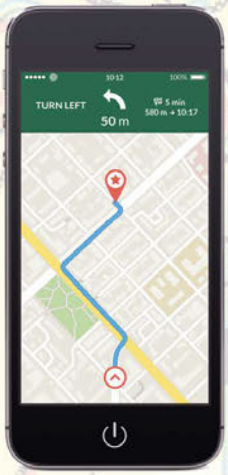


compass


map

2 Look at the map and listen. Then write the words.

Go (1) straight on for 2 minutes. Turn (2) _____ on Jacob (3) _____. Go straight on for 5 minutes. Turn (4) _____ on Bristol Street. Go straight on. Turn left in 500 m. Your destination is on your (5) _____.



3 Match the directions with the pictures.

Go straight on. You can cross the street here. ~~Go right.~~ Go left.


Go right.

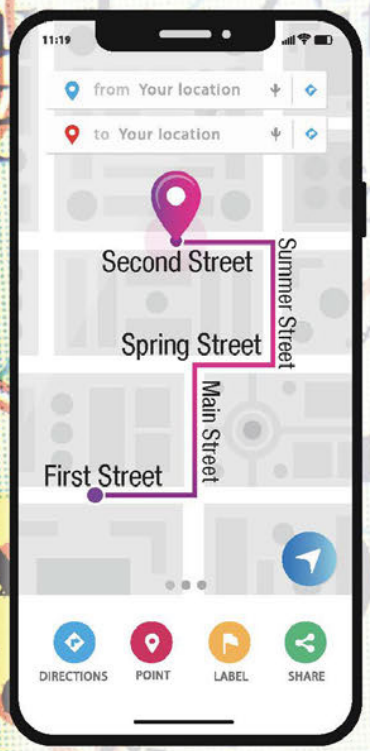


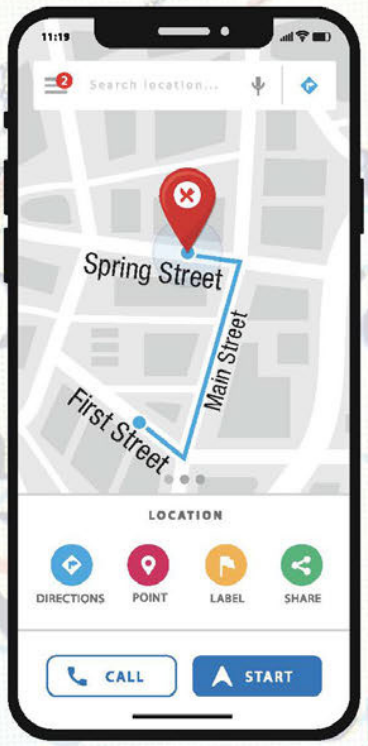


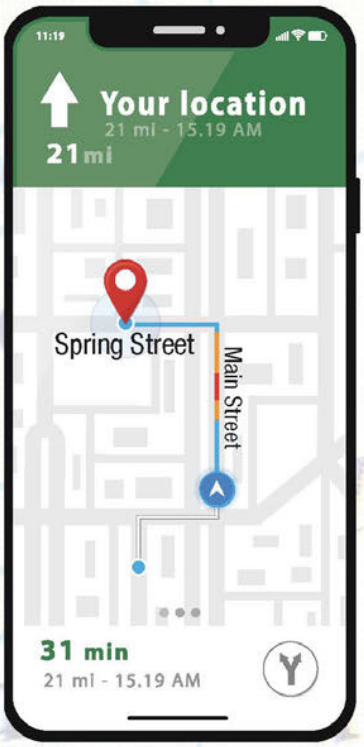


Learn and think

4 Listen and tick (✓).







5 Pair work. Look at the maps in Activity 4. Give your partner directions.

Go straight on in First Street. Then turn left on Main Street…

6 Now draw your own map. Give your partner directions.

- Put the map in your portfolio

Portfolio

My map is: ☺ 😐 ☹

Skills

1 Look at the picture. Read and say the correct answer.



1 Has Top Town got a cinema? Yes, it has. / No, it hasn't.
2 Has Top Town got a café? Yes, it has. / No, it hasn't.
3 Has Top Town got a school? Yes, it has. / No, it hasn't.
4 Has Top Town got a museum? Yes, it has. / No, it hasn't.

2 Pair work. Ask and answer with your partner.



3 Imagine a town and write five things it has got. Then ask and answer.

Has your town got … ? Yes, it has.

Review – Giving Directions

1 Choose a role card. Read and plan.

STUDENT A

You are visiting a town.
Ask the way to one of these places:

- the park
- the zoo
- the museum
- the library
- the train station

Ask a boy/girl from the town.

STUDENT B

You live in the town.
Think about where these places are:

- the park
- the zoo
- the museum
- the library
- the train station

Tell your partner where the place is.

Useful language

Visitor	Boy / Girl
Excuse me. Can you help me, please?	Yes, of course.
Where's the …?	The … is in front of / next to / behind / between the …
	Go straight on… / Turn left/right on …
	The … is on your left/right.
Thank you. That's very kind.	You're welcome!

2 Pair work. Act out with your partner.



Our Checklist!
Now we can:

- ☑ Ask for an opinion
- ☐ Give an opinion
- ☐ Say where things are
- ☐ Ask for directions
- ☐ Give directions

1–2: ☺; 3–4: ☺☺; 5: ☺☺☺

Revision 1 Unit 0 – Unit 3

1 **Look at the birthday cakes. How old are the people today? Write the words.**

1 

Jane is twelve today.

2 

Dana is _____ today.

3 

Grandpa is _____ today.

4 

Dad is _____ today.

5 

Aunt Helen is _____ today.

6 

Sam is _____ today.

2 **How old are you? Write.**

I'm _____ years old.

3 **Pair work. Ask and answer with your partner.**

How old are you? — I'm …

How old is your sister, Mary? — She's …

I can do the activities on this page: ☺ 😐 ☹

4 Look at the picture. Tick (✓) T (true) or F (false).



		T	F
1	The children are at the zoo.	☐	✓
2	Mike is reading a book.	☐	☐
3	Jake is riding a bike.	☐	☐
4	The dog is running.	☐	☐
5	Daisy is playing on the swing.	☐	☐
6	Daniel is rollerblading.	☐	☐

5 Correct the false sentences in Activity 4.

1 The children aren't at the zoo. They are at the park.

2 _____

3 _____

6 Pair work. Look at the picture for 1 minute. Close your book. Tell your partner what you remember.

Johnny is flying a kite.

I can do the activities on this page: ☺ 😐 ☹

Revision 1 Unit 0 – Unit 3

7 Look and write. Use words from the box.

beautiful great ~~old~~ big small funny dirty ugly nice

1 

The wallet is old.

2 

3 

4 

5 

6 

8 Draw a picture of a family member in your notebook. Tell your partner about your drawing. Use words from the box.

blonde curly moustache teeth straight beard fat thin

This is my mum. She's thin and she's got blonde hair. She …

I can do the activities on this page: ☺ 😐 ☹

9 Look, read and match.

1	Can you help me, please?	a	Yes, there is.
2	Where's the museum?	b	No, she isn't. She's reading a book.
3	Is there any pasta in the bowl?	c	Yes, of course.
4	Are you going to have cereal for breakfast?	d	Yes, I do. I play for two hours.
5	Is Mary listening to music?	e	Go straight on then turn left. It's on your right.
6	Do you play computer games in your free time?	f	No, I'm not. I'm going to have a sandwich.

10 Look at the picture. Then read and write.



1 The supermarket is in Hamburg Road .
2 The flower shop is _____ the library.
3 The library is _____ the supermarket.
4 The bakery is _____ the school.
5 The _____ is between the airport and the restaurant.

I can do the activities on this page: ☺ 😐 ☹

Term test 1 Unit 0 – Unit 3

1 Look and write the words. Where do they live? (5 points)

1 

Nancy lives at number twenty.

2 

John lives at number _____.

3 

Katy lives at number _____.

4 

Mike lives at number _____.

5 

David lives at number _____.

6 

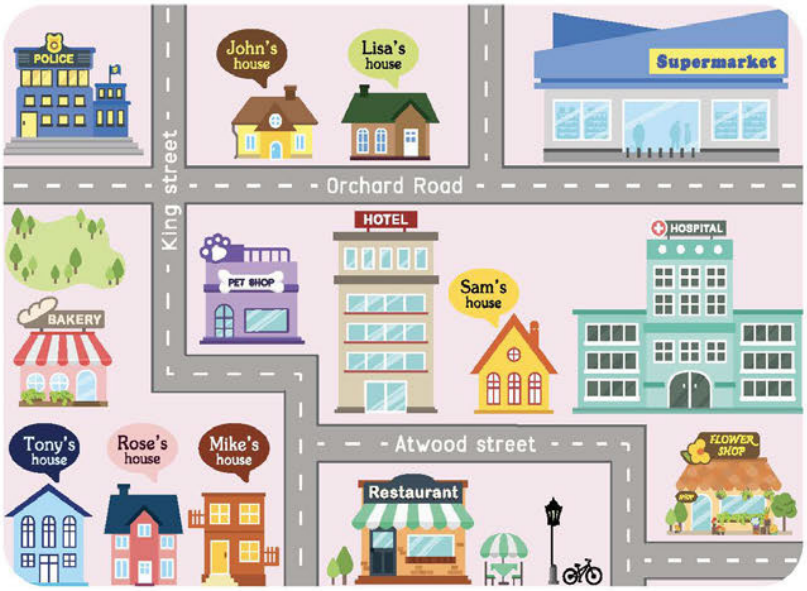
Tina lives at number _____.

2 Read and complete. (10 points)

Journalist: Today I'm (1) **talk/talking** to our mayor. Mr Mayor, (2) **Do/Are** you work in the town hall?
Mayor: (3) **Yes/No**, I do.
Journalist: What (4) **do you do/are you doing**?
Mayor: I talk to journalists and I (5) **'m opening/open** museums.
Journalist: And what (6) **do you do/are you doing** today?
Mayor: Today, I'm (7) **give/giving** a statue to the museum.
Journalist: What (8) **do you do/are you doing** in your free time?
Mayor: I listen to music and I read books.
Journalist: Thank you, Mr Mayor. So, that's our mayor. He (9) **works/work** at the town hall and in his free time he (10) **reads/read** books and he (11) **listens/listen** to music.

3 Look at the picture and write the words. (5 points)

in front of ~~between~~ behind next to Atwood between



1 Sam's house is *between* the hospital and the hotel.

2 Tony's house is _____ the bakery.

3 Rose's house is _____ Tony's house and Mike's house.

4 The hospital is _____ the flower shop.

5 Sam's house is in _____ Street.

6 Lisa's house is _____ John's house.

4 Look at the picture in Activity 3 again and answer the questions. (5 points)

1 Where is the supermarket? *The supermarket is ...*

2 Where is the pet shop? _____

5 Write a short blog entry. Write about your hobbies. Use these ideas to help you. (5 points)

Hi,
I'm ... In my free time I like ... Sometimes I ... Every day I ... I love ... Bye for now!

Total score: 30 p Sufficient: 10 – 17 p Good: 18 – 24 p Very Good: 25 – 30 p **Evaluation**

53

4 Our Daily Tasks

1 Listen and look. Then listen and say the words.

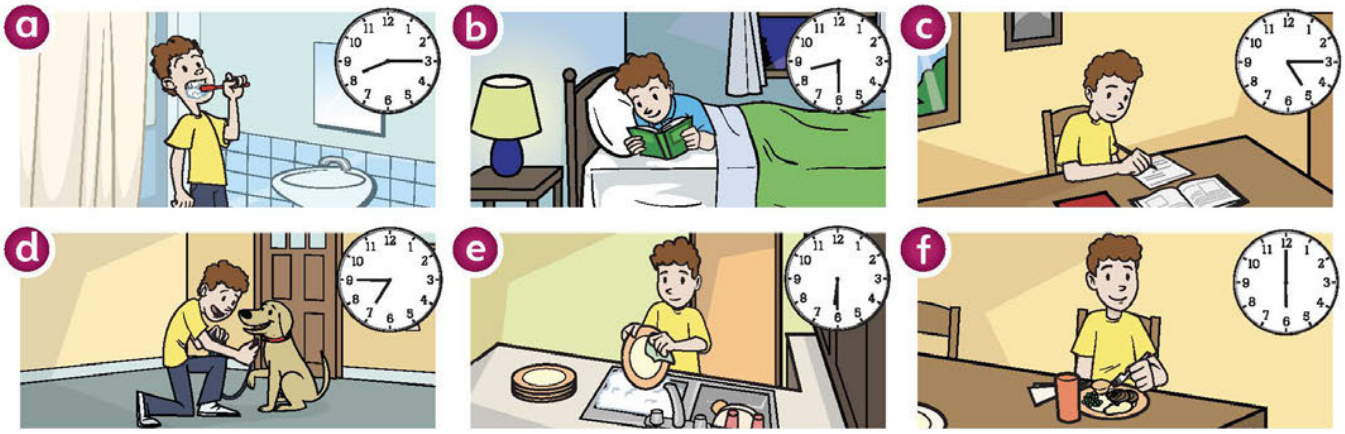


1. sweep
2. do the shopping
3. tidy up
4. cook
5. take the dog for a walk
6. feed the dog
7. wash up
8. dry the dishes

2 Pair work. Who does the daily tasks in your family? Ask and answer.

Does your dad do the shopping? Yes, he does.

3 Look, read and say the letter.



After school ...

1 I do my homework at quarter past five in the afternoon.
2 I have dinner at six o'clock in the evening.
3 I do the washing up at half past six.
4 I take the dog for a walk at quarter to seven.
5 I brush my teeth at quarter past eight in the morning.
6 I go to bed at half past eight at night.

4 Listen and say.

Grammar focus



 It's eight **o'clock**.

 It's **quarter past** eight.

 It's **half past** eight.

 It's **quarter to** nine.

... **in the** morning/afternoon/evening
... **at** night

5 Play the time game.



1 Listen and sing.

I do the shopping at half past three.
Then I walk the dog and I make the tea.
I do the washing up at quarter past four.
Then I tidy up and sweep the floor.



Oh what a busy day,
So much work to do.
There's no time to play.
So much work to do!





I do my homework at quarter to eight.
Then I feed the dog. I can't be late.
I climb into bed at half past ten.
I sleep till the morning, then I start again.



Oh what a
busy day, ...

2 Read the song. Then look at the clocks and say what the girl does.

She does her homework at quarter to eight.

1 

2 

3 

4 

3 Listen. Then say the days for each job.



After school ...

1 take the dog for a walk at quarter to six
2 do homework at quarter past four
3 do homework after piano lesson
4 wash up
5 go to bed at half past eight

Monday
Tuesday
Wednesday
Thursday
Friday

4 Listen and say.



Grammar focus

John **always** goes swimming at quarter to six.
Mary **sometimes** washes up **after** dinner at quarter to eight.
Laura **never** goes to bed **before** half past eight.

5 Pair work. Look at Matt's jobs at home. Play the true or false game.

He never sweeps the floor after school.

False! He sometimes ...

Job	Monday	Tuesday	Wednesday	Thursday	Friday
	✓		✓		
	✓	✓	✓	✓	✓
		✓		✓	
					
				✓	✓



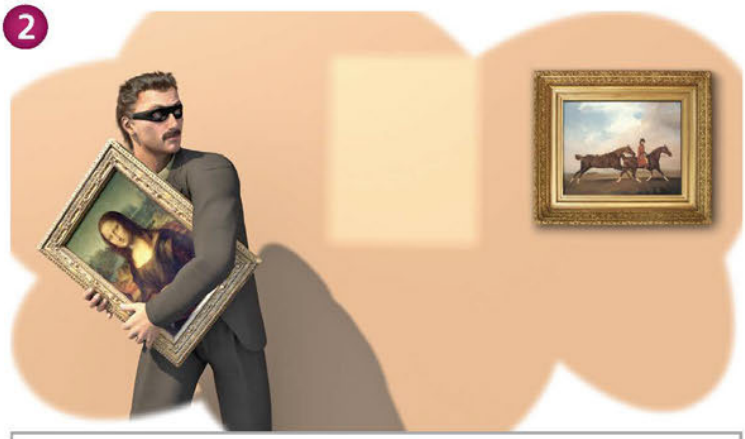
1 The Explorers The Mysterious H

1



Grandpa: Imagine it's 1980: The Mysterious H is a thief. He starts stealing jewellery from lots of shops in London.

2



Grandpa: Next, he steals famous paintings from museums all over the world.

3



Grandpa: Then he steals the Queen's crown! The story is in all the newspapers!

4



Grandpa: After that, he goes to Paris and steals the top of the Eiffel Tower too!
Lucy: What!

5



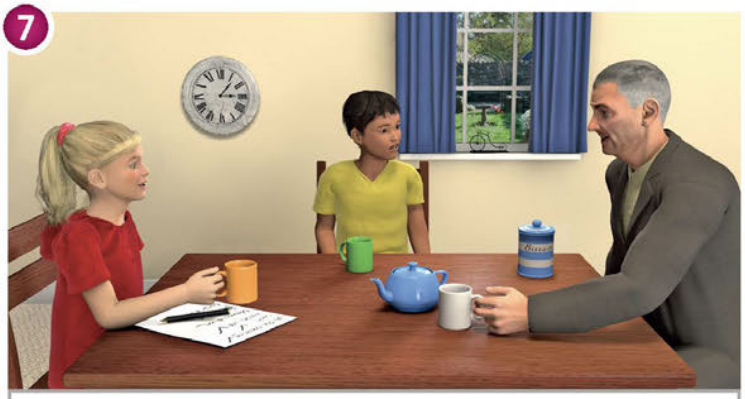
Ben: But Grandpa, how do you know it's always the same man?
Grandpa: Ah! Good question. He always leaves a note with the same symbol on it – the letter *H*.

6



Lucy: So, what happens next?
Grandpa: We try to catch him, but he always escapes ...

7



Lucy: It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?

8



Grandpa: Ah, the waiter's wearing a ring with the letter *H* … the same *H* from the Mysterious H's notes.
Ben and Lucy: Wow!

2 Read and say *true* or *false*.

Imagine it's 1980 …

1 The Mysterious H starts stealing jewellery in London.
2 He's a thief only in England.
3 He steals the Queen's clothes.
4 The Mysterious H goes to Paris.
5 He always leaves a note for the police.
6 The note has the letter *M* on it.

3 Find the car and the horse in the story.

4 Listen and say.

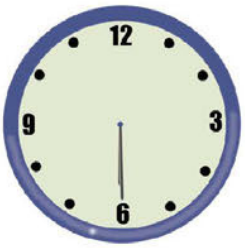


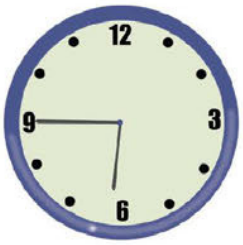
Martha's doing art – drawing on her horse and cart!

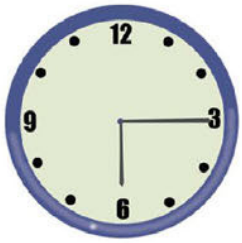
Skills

1 Listen and say the letter.

1 What time does Daisy go to the park?

a 

b 

c 

2 What is Tyler wearing?

a 

b 

c 

3 What does Sophie always do before lunch on Saturday?

a 

b 

c 

4 How do Peter and his sister help at home?

a 

b 

c 

2 Pair work. Say what your partner always, sometimes and never does.

You always tidy your room. — Yes, I do.

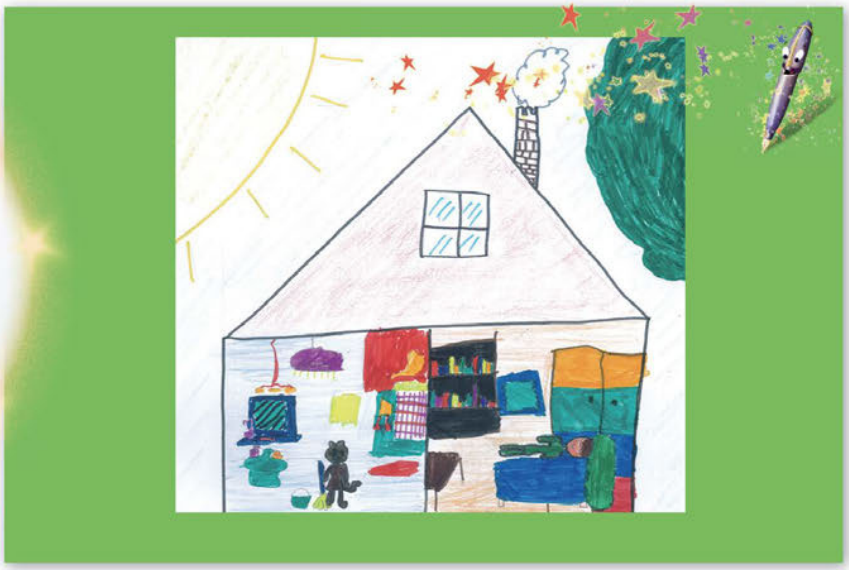
You sometimes cook dinner. — No, I never do that.

You never feed your dog. — No, I always do that.

Create that!

1 Listen and imagine. Then draw your picture.





2 Write about your picture. Use these questions.

1 What time is it?
2 What do the animals do in your house?
3 What time do you wake up?
4 What do you have for breakfast?

It's six o'clock in the morning and I'm sleeping. Five animals come into my house. They're here to tidy up! The monkey cleans the bathroom …

3 Now tell the class.



Review – My Blog

1 Read Julie's blog and answer the questions. **Portfolio**



Hi,
It's me, Julie! Welcome back to my blog! Let's talk about routines today!
Here's what a normal day in my life looks like!
Every morning, I get up at quarter to seven. I have breakfast, I brush my teeth and then I get dressed. I take my dog for a walk at quarter past seven and then I go to school. My classes always start at eight o'clock.
I come home from school in the afternoon. I have lunch at one o'clock and then I do the washing up. I do my homework at two o'clock and then I watch TV, listen to music, read a book and chat with my friends. On Tuesdays and Fridays I always clean my room at half past five.
My parents come home at quarter past six. We have dinner at seven o'clock. Sometimes we spend some time together after dinner. We talk about our day. That's always fun.
I get ready for bed at nine o'clock. I never go to bed after ten o'clock.
How about you? Tell me about your day in the comment section below!

Bye for now!

Like Comment Share SUBSCRIBE

1 What time does Julie get up in the morning?
2 What does Julie do at two o'clock?
3 When does Julie clean her room?
4 When do Julie and her parents have dinner?
5 What do Julie and her parents sometimes do after dinner?

2 Write a comment on Julie's blog. Tell her about a normal day in your life.



3 Read Julie's blog entry again. Choose the correct answer.

1 Julie is writing about …

a her dog, Jonesy. b her weekend. c a normal day in her life.

2 How does Julie start her text?

a Hi,
It's me, Julie! b How about you? c Bye for now!

3 How does Julie end her text?

a Hi,
It's me, Julie! b How about you? c Bye for now!

4 Julie asks the readers to …

a write a blog entry. b write a comment. c read the comments.

4 Look at Julie's blog entry again. Now write your own blog entry. What is it about? Put it in your portfolio.

Hi,

I'm … Welcome to my blog!
Let's talk about …
Every morning, I …
I sometimes / always / never…
At … o'clock I …

Like Comment Share SUBSCRIBE

5 Now read your blog entry in class.

5 Look at that Baby!

1 Listen and look. Then listen and say the words.

Animals and their babies

1 cat
2 kitten
3 dog
4 puppy
5 panda
6 panda cub
7 bat
8 pup
9 kangaroo
10 joey
11 lion
12 lion cub





Cat and kitten



Dog and puppy



Panda and panda cub



Bat and pup



Kangaroo and joey



Lion and lion cub



2 Pair work. Ask and answer.

What's a baby panda called?

It's called a panda cub.

3 Read and say *true* or *false*. Then listen and check.



4 Listen and say.



Grammar focus

big – bigger / small – smaller
strong – stronger / weak – weaker
good – better / bad – worse
tall –taller / short – shorter
fast – faster / slow – slower

Tigers are bigger than lions.
Cats are better runners than mice.

5 Pair work. Think of an animal. Describe and guess.

It's grey and it's bigger than a panda.

An elephant.

1 Listen and sing.

Listen everybody,
There's chaos at the zoo.
Can you come and help
With this hullaballoo?

The lion cubs are faster,
Faster than we are,
They are running to the gate,
Stop them, there they are!

Listen everybody, ...

The joey's jump is higher,
Higher than a tree.
It's jumping over the fence
Where is it? I can't see!

Listen everybody, ...

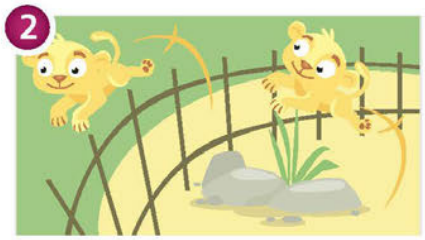
The panda cubs are smaller,
Smaller than we are,
But they're eating all the food,
All the food from our bar!



2 Look at the pictures and read the song. Say what is wrong.

In picture 1, the panda cubs … . That's wrong. In the song, the panda cubs …

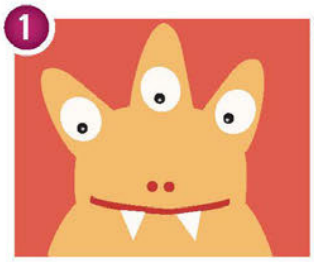




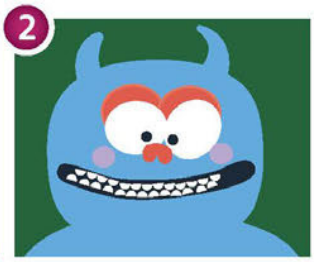


3 Where are the monsters? Listen and say the letter.

1 Malcolm



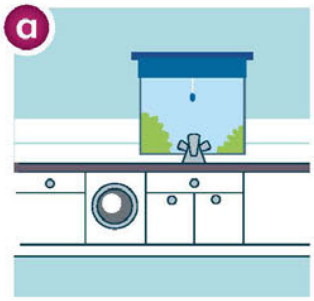
2 Mary



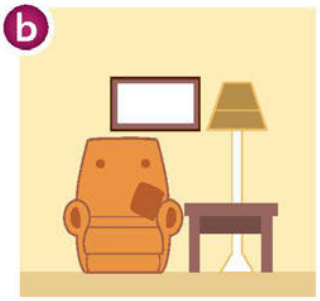
3 Mervin and Matt



a



b



c



4 Listen and say.

Grammar focus

Where's Mike?	He's in the kitchen.
Where's Linda?	She's in the bedroom.
Where are Harry and Freddie?	They're in the living room.



5 Pair work. Ask and answer.

Where's the father?

He's in the …

1



2



3



4



5



6



1 The Explorers The Secret Door

1



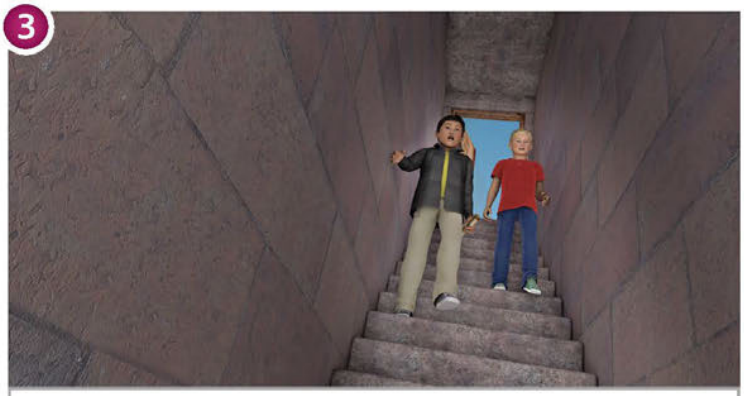
Lucy: Ben, come over here.
Ben: What is it?

2



Lucy: Look. There's a little door. Let's open it.
Ben: Good idea.

3



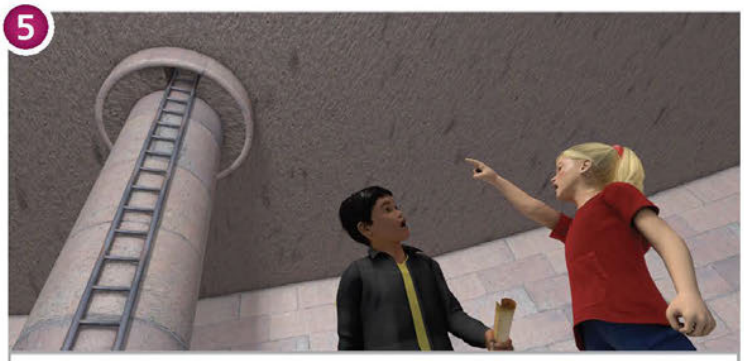
Ben: Hmm. I think it's a trap …
Lucy: Me too! Now, let's start looking for that line.

4



Horax: Now we've got you! Give us the map!

5



Ben: We can't get out of that door. What can we do?
Lucy: Hmm, look! There's a ladder – our way out. It's our best chance!

6



Lucy: We can get out here. Let's jump into the pool, but be careful with the map!
Ben: Don't worry. It's in my jacket.

7



Lucy: Look! It's Horax and Zelda! But they can't see us.
Ben: Hey, look here!
Lucy: It's the next line: 'Look down and find the treasure chest'. Great! Now let's go. Hurry up!

8



Ben: Lucy, run!
Zelda: Oh no, look!
Horax: Stop, you two! We're going to get you!

2 Read and say the correct answer.

1 **Ben** / **Lucy** finds a little door to go into the dragon.
2 The door **is** / **isn't** open when The Explorers start going down the stairs.
3 Horax and Zelda **go** / **don't go** into the dragon.
4 Ben and Lucy escape through the dragon's **nose** / **mouth**.
5 Ben puts the map in his **jacket** / **trousers**.
6 The next line is on the **ladder** / **side of the pool**.

3 Find the feathers on the beast in the story.

4 Listen and say.

Phonics

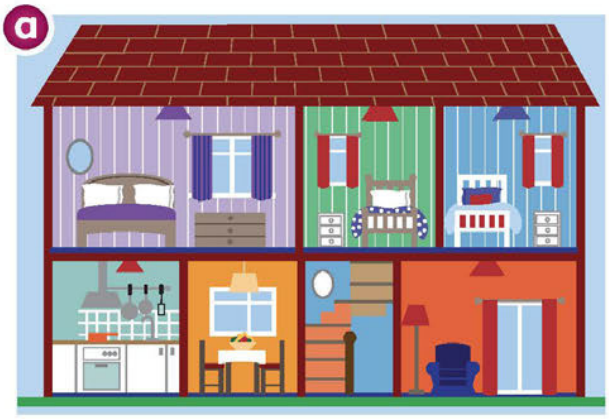


King Dean's got gold beans, but Heather's treasure is feathers.

Skills

1 Listen and say the letter.

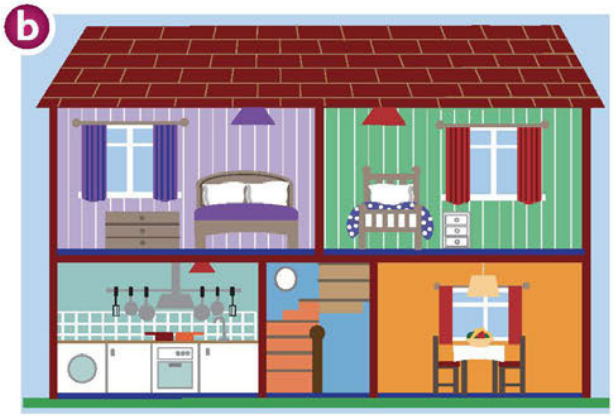
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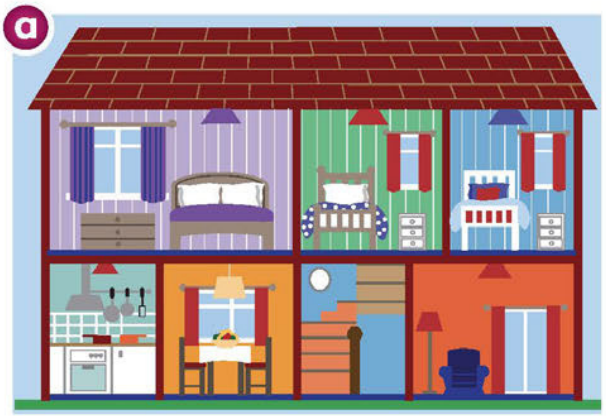


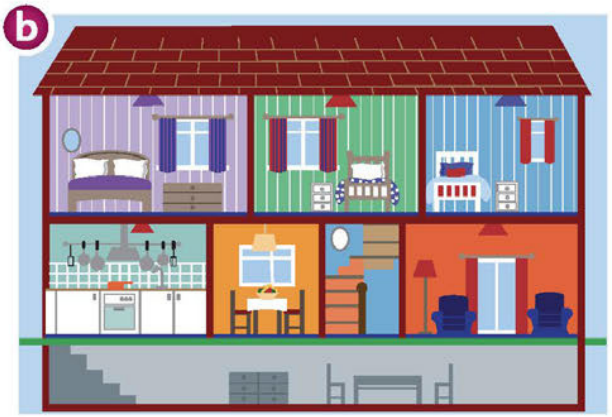
2





3





2 Pair work. Read about Tom's house. Is it the same as your house? Talk to your partner.

I live in a nice house. There are three bedrooms, a kitchen, a dining room, a living room and a hall. There isn't a cellar. I like my house.



Create that!

1 Listen and imagine. Then draw your picture.





2 Now tell the class.



Quiz time



1 Do the quiz.



1 What do you think of my mobile phone? **(1 p)**

a No, I don't. b Wow! I think it's great.
c No, not at all.



2 The elephant is … the lion. **(1 p)**

a bigger than b bigg than c bigger that

3 Go … on in Flower Street. **(1 p)**

a left b right c straight





4 I come home from school at … **(1 p)**

a quarter to two b half past two
c two o'clock

5 Sandra … breakfast before half past eight. **(1 p)**

a have b has c having



6 Which is the word with the different sound? **(1 p)**

a 

b 

c 

7 Maria … feeds the dog after seven o'clock. **(1 p)**

a always b never c before





8 A baby lion is called … **(1 p)**

a a cub b a kitten c a puppy

Save the Panda Cub

✓✓✓ always
✓✓ sometimes
✗ never

1 Pair work. Move the counters and say the sentences. Read the messages.





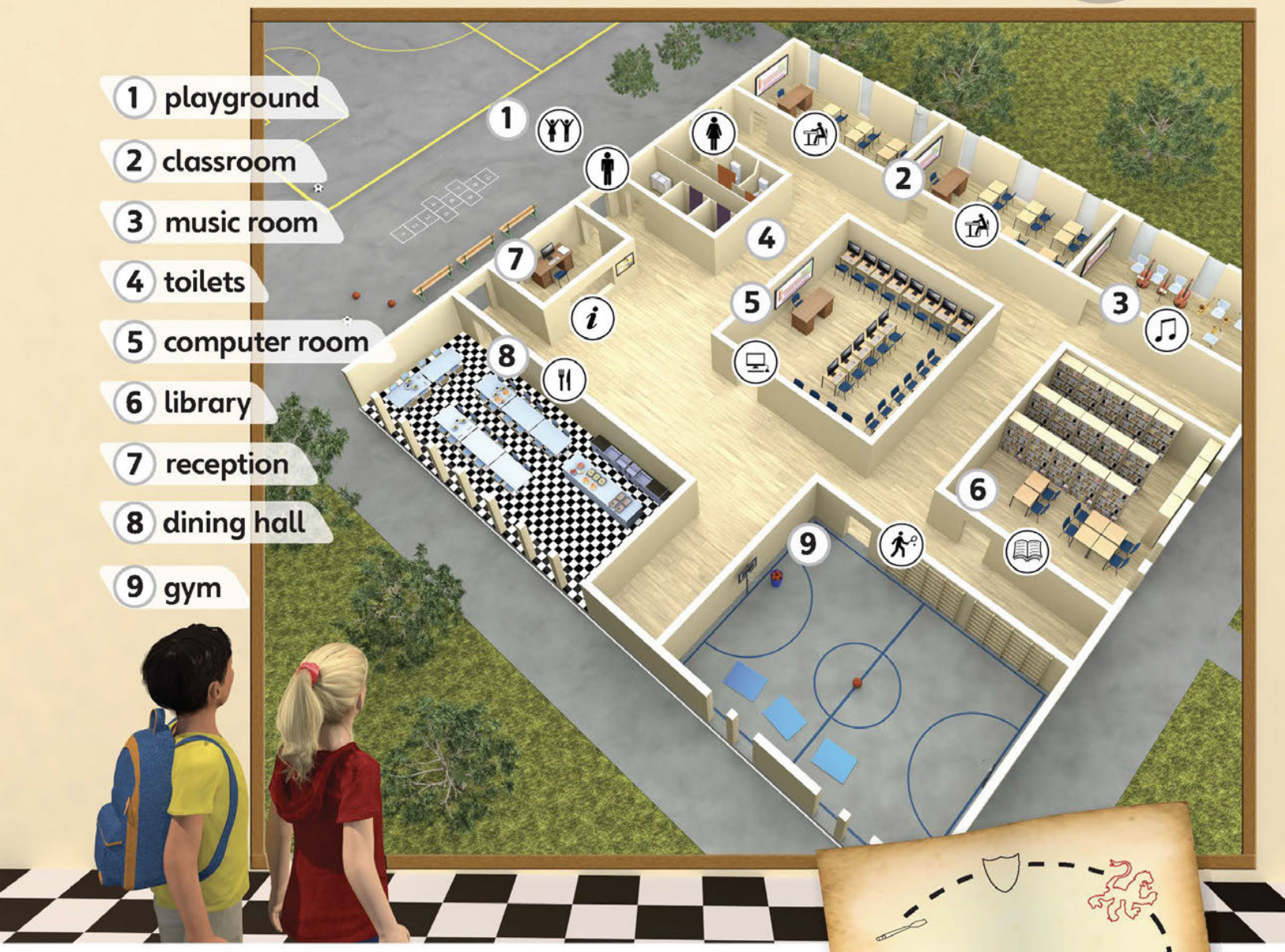
The lion always sweeps the floor.

Lesson 10 I think the game is: Review: units 3, 4 and 5 73

6 Our School

1 Listen and look. Then listen and say the words.





2 Pair work. Say and guess.
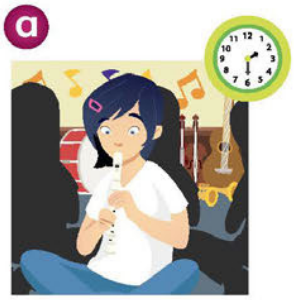
We eat here.
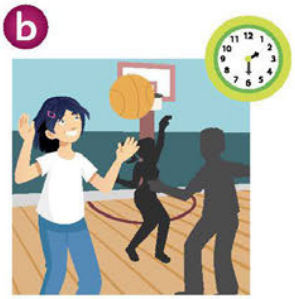
The dining hall.

3 Listen and say the letter.

1 a 

b 

2 a 

b 

3 a 

b 

4 a 

b 

4 Listen and say.

Grammar focus

I **am** in the music room at 10 o'clock.

I **'m not** in the library.

You **are** in the gym at 11 o'clock.

You **aren't** in the classroom.



5 Look at the pictures and the times. Say and guess.

I am here at quarter to eleven.

You are in the gym!













1 Listen and sing.



It's a busy, busy, busy, busy,
Busy, busy, busy week ...

On Mondays we go swimming.
On Tuesdays we play ball.
On Wednesdays and on Thursdays,
We play computer games.

On Fridays we play football.
On Saturdays we sing.
On Sundays we play hide-and-seek.
Oh, what a busy week!

It's a busy, busy, busy, busy,
Busy, busy, busy week ...

Oh, yeah!

2 Pair work. Point to the pictures and say.

On Mondays we go swimming.

3 Listen and point.

a 
It's cold.

b 
It's hot.

c 
It's sunny.

d 
It's raining.

e 
It's stormy.

f 
It's foggy.

g 
It's cloudy.

h 
It's windy.

i 
It's snowing.

4 Listen and say.



Grammar focus

What's the weather like?	It's cloudy / stormy / foggy. It's raining / snowing. It's hot / cold.
Is it cloudy?	Yes, it is. / No, it isn't.

5 Listen and draw lines.

Monday Tuesday Thursday Wednesday Friday Saturday Sunday



6 Pair work. Ask and answer.

What's the weather like?

It's sunny.

1 The Explorers In the Music Room

1



Mr Roberts: OK, time for a break. You can all go to the dining hall now and have a drink and a snack.
Ben: Shall we stay here and look for the line?

2



Lucy: Let's go for a drink first.
Ben: OK. We can look later.
Lucy: Good idea.

3



Ben: Orange juice and an apple, please.
Lucy: And hot chocolate and a banana for me, please.
Assistant: Here you are.

4



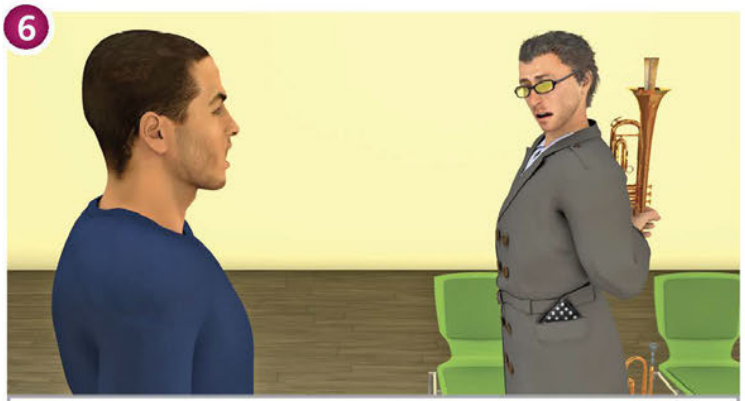
Ben: Hey, I can see … the line! It's on your cup!
Lucy: Is it? Well spotted! What does it say?
Ben: 'In the lighthouse come and see.'

5



Horax: Ha! Here's the map. I'm going to be rich and famous!

6



Mr Roberts: What are you doing in here?
Horax: Erm … I'm sorry, I'm sorry.
Mr Roberts: Leave now!

7



Lucy: Oh no! Look! Your rucksack's open.
Ben: The map! Where is it? Horax! He was here!
Lucy: Oh no! What can we do now?

8



Lucy: Hey, there's the map!
Ben: Cool!

2 Read and say the correct sentences.

cup rucksack music room dining hall trumpet orchestra

1 Lucy and Ben are at … practice .
2 At the break, they go to the … .
3 Ben sees the next line on Lucy's … .
4 Horax finds the map in Ben's … .
5 Mr Roberts finds Horax in the … .
6 Horax puts the map in a … .

3 Find the girl with short curly hair in the orchestra.

4 Listen and say.

Phonics



Fern is tall. She's feeding birds. Bert is short. He's reading words.

Learn and think

Musical Instruments

1 Listen and say the letter.

a 

recorder

b 

guitar

c 

triangle

2 Read about the different families of musical instruments.



flute



piano



drum

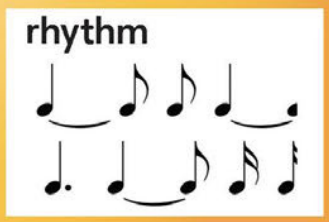
Wind instruments
You use your mouth to play these instruments. You blow through the instrument to make a sound.



Stringed instruments
Instruments with strings are called stringed instruments. You can see the strings in the guitar but not in the piano – they're inside!



Percussion instruments
We use percussion instruments to play the rhythm of the music. When you listen to the drums you hear a rhythm.



3 Which family are the instruments in Activity 1 from?

4 Look at the instruments. Which family are they from?

Trombones are … instruments.



trombone



harp



cymbals



cello



castanets



saxophone

5 Answer the questions.

1 What other musical instruments do you know? Which family are they from?
2 What's your favourite instrument?

6 Make some maracas.

Project
Do some research!



1 Take two empty plastic bottles. Fill them with rice. Shake them and hear the sound they make.



2 Decorate your maracas.



3 Play some music and play the rhythm.

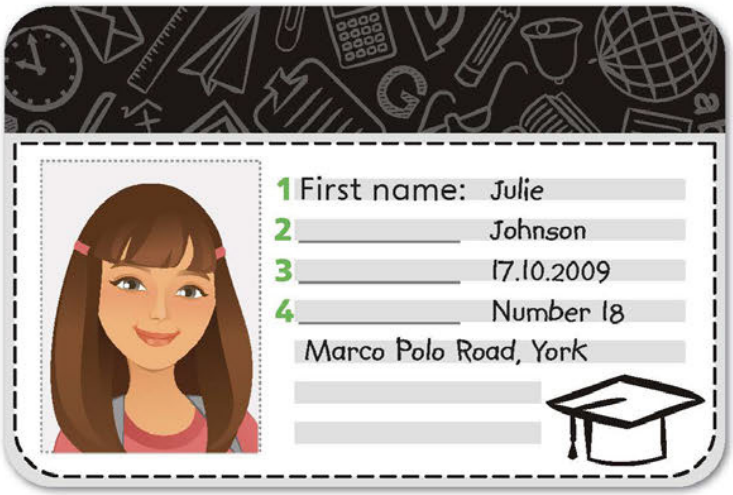
Which musical instrument family are your maracas from?

I think my project is: 

Skills

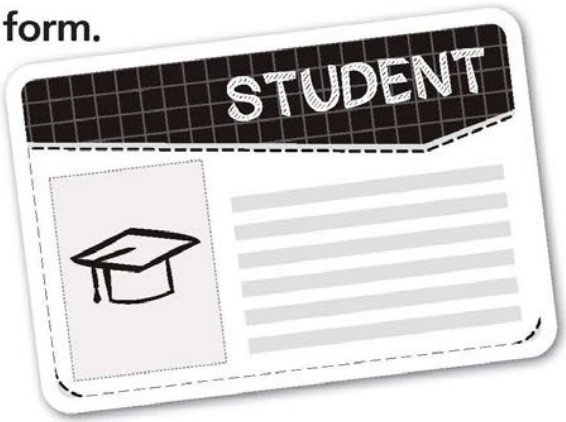
1 **Look at Julie's library card and write the words.**

Last name Address Birthday



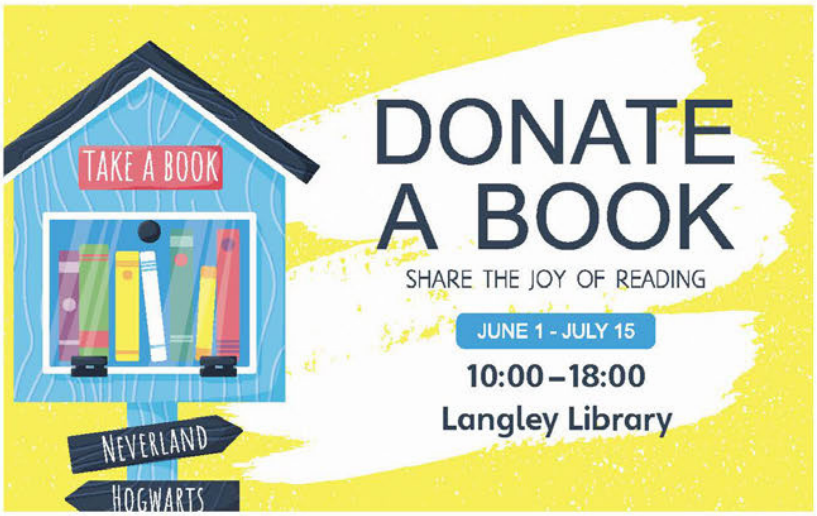
2 **You want a library card too. Fill in the form.**

First name: _____
Last name: _____
Birthday: _____
Address: _____
Class: _____
Teacher: Mr./Mrs. _____



3 **Your local library is organising an event to help poor children. Look at the poster and answer the questions.**

1 How can you help people?
2 Where can you donate a book?
3 When can you donate a book?



Create that!

1 Listen and imagine. Then draw your picture.





2 Write about your picture. Use these questions.

1 What colour is your music room?
2 What instruments are there?
3 What is the teacher doing?
4 Who is playing each instrument?

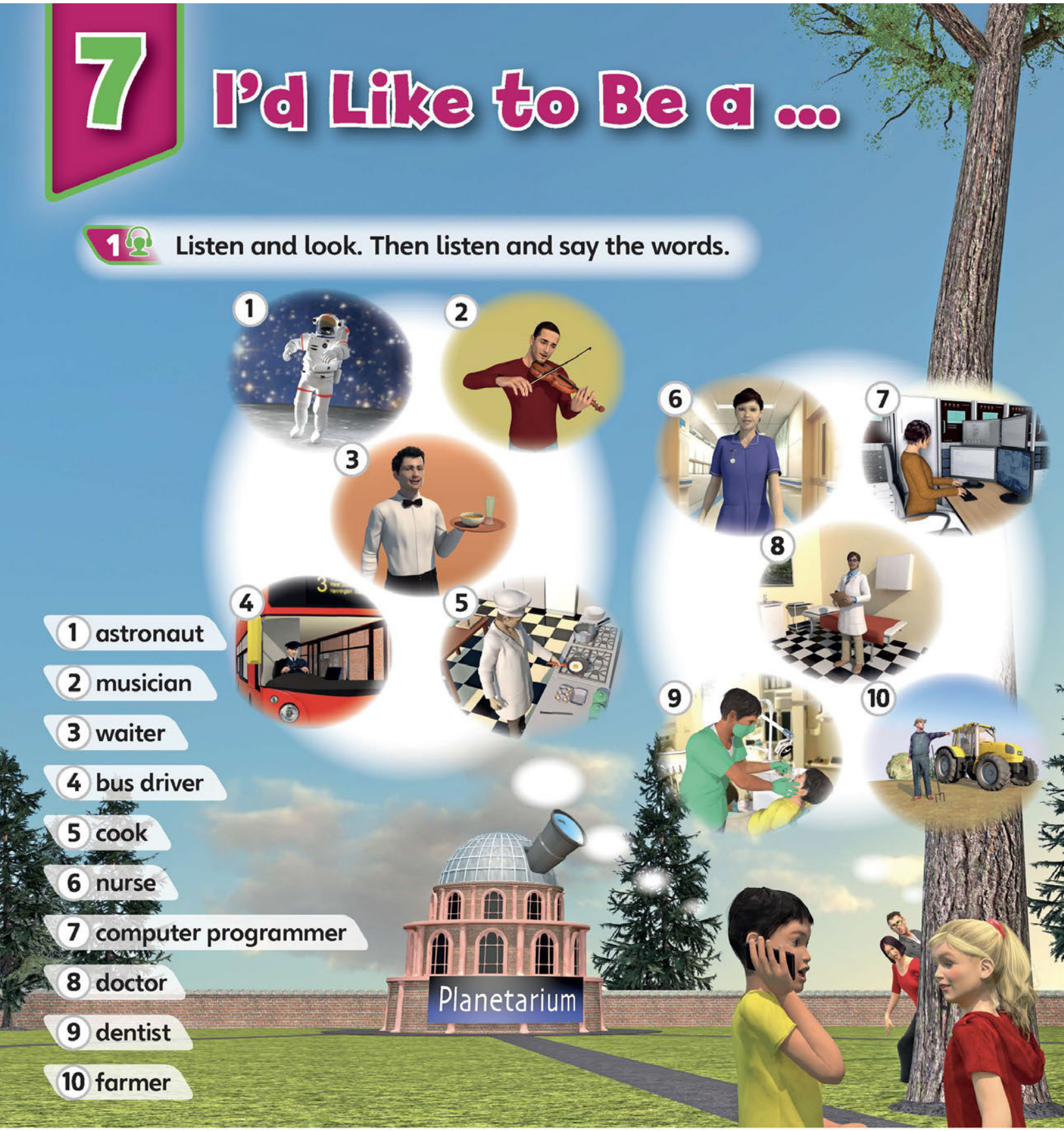
This is my dream school. The music room is blue. There are two guitars, three drums and a piano. The teacher is playing the piano and my friends Carlos and Sandra are playing the guitars …

3 Now tell the class.



7 I'd Like to Be a ...

1 Listen and look. Then listen and say the words.



1 astronaut
2 musician
3 waiter
4 bus driver
5 cook
6 nurse
7 computer programmer
8 doctor
9 dentist
10 farmer

2 Pair work. Ask and answer.

Would you like to be an astronaut? Yes, I would! / No, I wouldn't. I'd like to be ...

3 Look at the photos. Then read and say *Mike* or *Clara*. Listen and check.



Mike: farmer



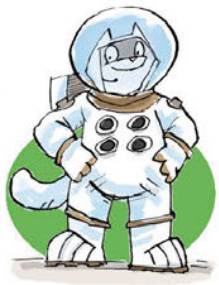
Clara: cook

1 'I have to get up at 5 o'clock in the morning.'
2 'I have to wear a uniform.'
3 'I don't have to get up early.'
4 'I have to work at the weekend.'
5 'I don't have to wear a uniform.'
6 'I have to feed the animals.'

4 Listen and say.

Grammar focus

I **have to do** my homework.
I **don't have to get up** early at the weekend.
Astronauts **have to wear** a spacesuit.
They **don't have to drive** a car.



5 Pair work. Think of a job. Describe and guess.

I work in a hospital and I have to wear a uniform.

Are you a … ?

1 Listen and sing.

I have to get up when I want to stay in bed.
I have to wear white but my favourite colour's red.
I have to wear this silly hat on my head!

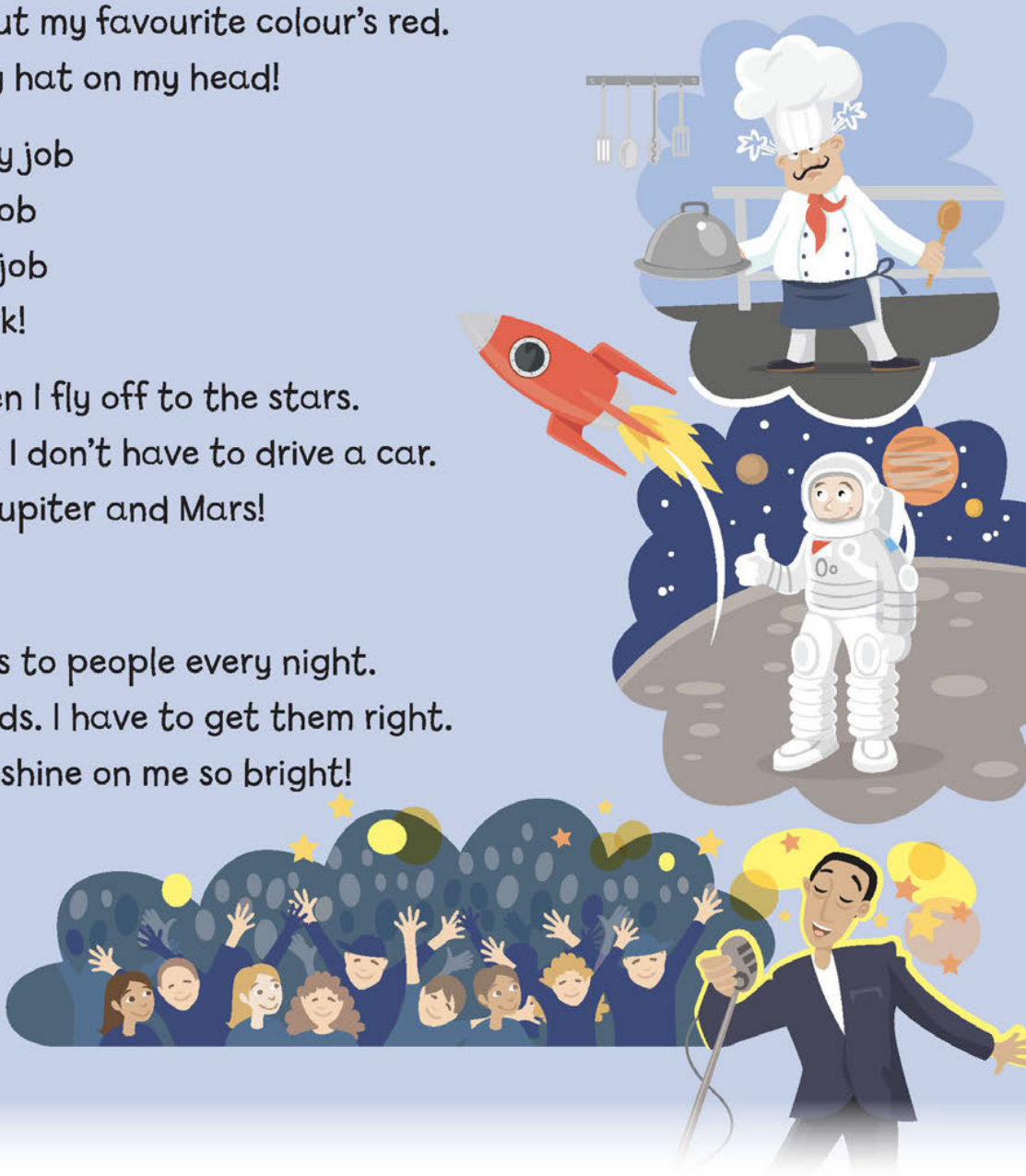
Love it, hate it, love my job
Like it, love it, like my job
Love it, like it, love my job
I have to work and work!

I have to be brave when I fly off to the stars.
I have to fly a rocket – I don't have to drive a car.
I want to visit Venus, Jupiter and Mars!

Love it, hate it, ...

I have to sing my songs to people every night.
I have to know the words. I have to get them right.
I love to see the lights shine on me so bright!

Love it, hate it, ...



2 Read the song again. Answer *true* or *false*.

1 The cook's favourite colour is white.
2 He doesn't like his hat.
3 The astronaut was on Venus yesterday.
4 The singer works at night.
5 He thinks the lights are great.

3 Read the questions. Say the correct answers.







1 Do you have to wear a uniform to school?
2 Do you have to take a bus to school?
3 Do you have to eat lunch at school?
4 Do you have to go to bed early at the weekend?

a No, I don't. I walk.
b Yes, I do. We have pasta on Wednesdays. It's my favourite!
c No, I don't. My brother and I go to bed at 10 o'clock.
d Yes, I do. I have to wear a red jumper and blue trousers.

4 Listen and say.

Grammar focus



Do you have to go to bed early?	**Yes, I do.**
Do you have to walk to school?	**No, I don't.**
Do doctors have to wear a uniform?	**Yes, they do.**
Do they have to play an instrument?	**No, they don't.**

5 Pair work. Choose a monster. Ask, answer and guess.

Do you have to wash up? No, I don't.

				
get up at 7:30	✓	✗	✓	✗
wear a uniform	✗	✓	✓	✗
walk to school	✗	✓	✗	✓
do homework every day	✓	✗	✗	✓
wash up	✗	✓	✗	✓

1 The Explorers The Trap

1



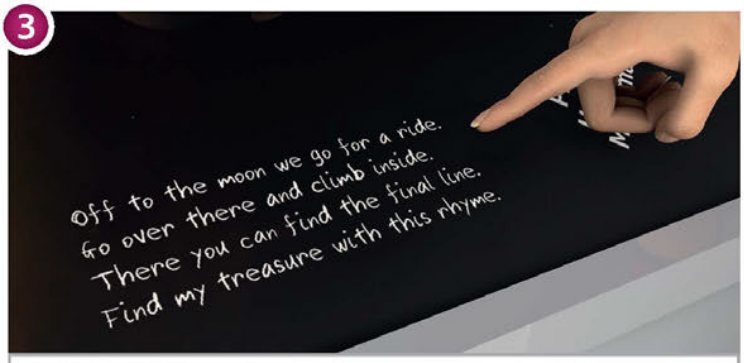
Lucy: I can't see a line here. Where can it be?
Ben: I have no idea. Let's go for a drink and we can think about it.
Lucy: OK.

2



Horax: 'Look at the planets, look at the stars.' Ha! I think the line is on this map!
Zelda: Ah! Look! A poem! Let's read it.

3



Zelda: 'Off to the moon we go for a ride.
Go over there and climb inside.
There you can find the final line.
Find my treasure with this rhyme.'

4



Horax: That's easy. It's inside the rocket! Come on!
Zelda: Let's get our treasure!

5



Horax: Hey, what's happening? ... Oh, those kids!
Lucy: It was a trick!
Ben: There *isn't* a planet on the map.

6



Lucy: And there *isn't* a line here. It was all part of our plan to trick you!
Horax: Let me out!
Ben: No way!

7



Ben: Grandpa! That was a great plan to catch Horax and Zelda.
Grandpa: Brilliant! Now, you two are going to the police station with my friend. You have to answer a lot of questions!

8



Ben: Now we can find the last line!
Grandpa: And I have to find the answer to another mystery.

2 Find the picture in the story where ...

1 Horax and Zelda go into the rocket.
2 Grandpa arrives at the planetarium.
3 Zelda reads a poem.
4 Horax and Zelda look at a map.
5 The Explorers tell Horax and Zelda about their plan.

3 Find the ladder in the story.

4 Listen and say.

Phonics



A surfer saves a snake charmer, a dancer and a farmer!

Learn and think

The Solar System

1 Look, listen and say the ordinal numbers.

1 one → 1st first
2 two → 2nd second
3 three → 3rd third

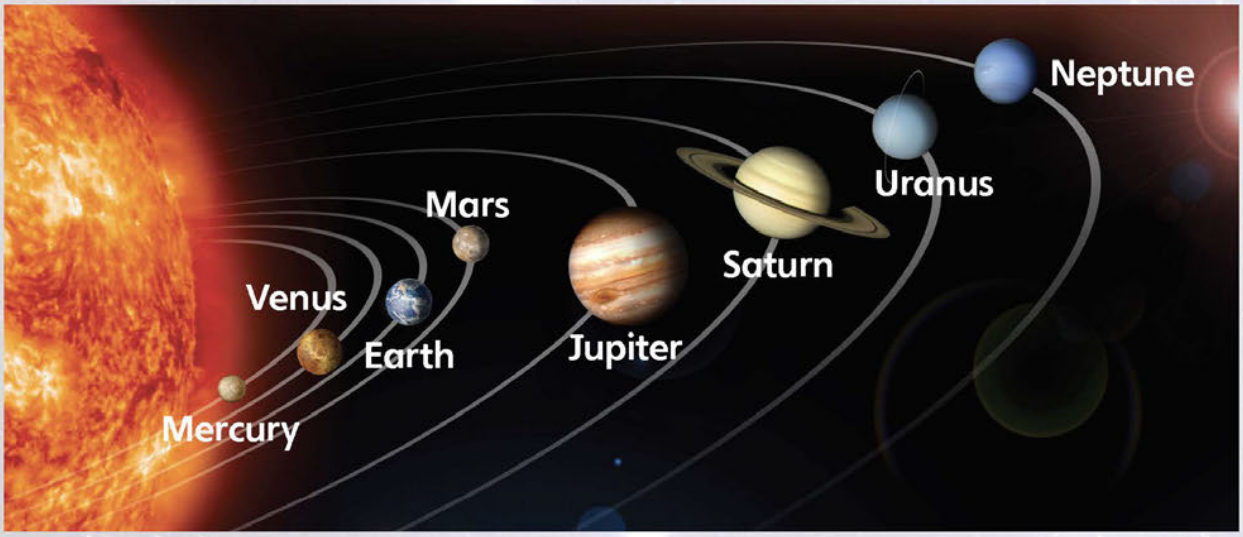
Remember!
We say *first*, *second* and *third*.
We write 1st, 2nd and 3rd.
We say *fourth*, *fifth*, etc.
We write 4th, 5th, etc.

4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth

11th	eleventh
12th	twelfth
13th	thirteenth
14th	fourteenth
15th	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
19th	nineteenth
20th	twentieth

2 Listen and point to the planets. Then listen and say the planet.

These are the planets in our solar system. They all orbit our sun.

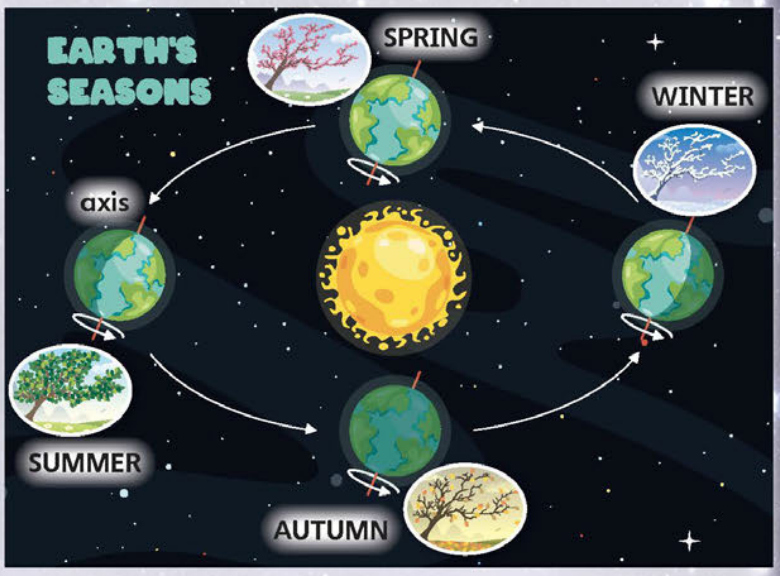


3 Read and listen to the text. What is the sun?

Our solar system has eight **planets**. Earth is the third planet. At the centre of our solar system is the **sun**. All the planets go around the sun. We say they orbit the sun. Each time a planet makes one orbit of the sun, it completes a **year**.
The sun is not a planet. It is a **star**.
Many of the planets have a **moon**. Moons orbit their planets. Earth has one moon but some planets have more than 50!

4 Look at the picture. Then read and answer the question?

Imagine there is a line going through the centre of the Earth. This line is called an **axis**. It is a little tilted. The Earth spins around its axis producing **day** and **night**. It also goes around the Sun and this is what causes the **seasons**. What are the four seasons?



5 A year has 12 months. Match the months with the seasons.

January ~~February~~ ~~March~~ April May June ~~July~~
August September October ~~November~~ December


Spring

March


Summer

July


Autumn

November


Winter

February

6 Pair work. Look at the pictures and match the weather with the seasons.



It's sunny. It's cloudy. It's windy. It's raining. It's snowing. It's foggy. It's cold. It's hot.

What's the weather like in summer?

It's hot and sunny.

Skills

1 **Listen and say.**

When's your birthday?

It's **in** May.

Our birthdays are **in** December.

Their birthdays are **in** July.

2 **Look at Laura's friends and family. Listen and say the month.**

August June May April



1 This is my friend, Tom. His birthday is in … .



2 This is my friend, Tina. Her birthday is in … .



3 These are my cousins, Tim and Nick. Their birthdays are in … .



4 This is me and my sister, Sara. Our birthdays are in … .

3 **Pair work. Find out when your friends' birthdays are. Then play the birthday game.**



Our Checklist!

Now we can:

- ☑ Talk about the weather
- ☐ Talk about seasons, months and days
- ☐ Talk about jobs

1: ☺; 2: ☺☺; 3: ☺☺☺

Skills

1 Look and say the letter.













a an amusement park ticket
b a cinema ticket
c a bus ticket
d a zoo ticket
e a football match ticket
f a picnic coupon

2 Look at the tickets again and tick (✓) T (true) or F (false).

		T	F
1	The short films festival is in room 9.	☐	✓
2	The amusement park ticket is for four people.	☐	☐
3	You can use the amusement park ticket for two days.	☐	☐
4	The bus ticket is for an adult.	☐	☐
5	The city picnic is on July 18th.	☐	☐
6	The city picnic starts at 3 o'clock.	☐	☐
7	The zoo ticket is for two people.	☐	☐
8	The football match between the Boars and the Sharks is at Central Stadium.	☐	☐
9	The football ticket is for seat 254 on row 17.	☐	☐
10	The football match is on 17 October.	☐	☐

3 Pair work. Play the *true/false* game.

The bus ticket is for two people.

False. The bus ticket is for one person.

8 Holidays at the Seaside

1 Listen and look. Then listen and say the words.

1 play golf
2 go to the swimming pool
3 do puzzles
4 watch a film
5 go for a walk
6 go shopping
7 go rollerblading

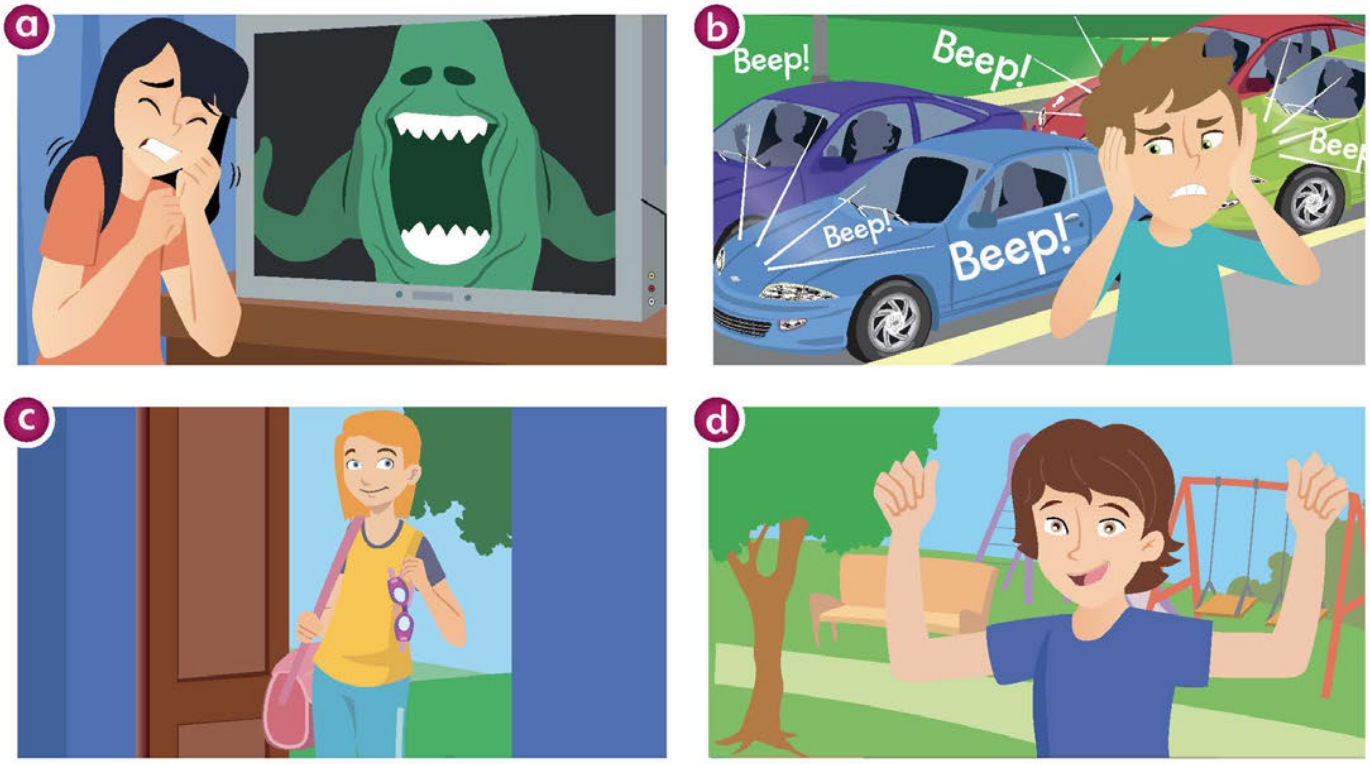


2 Pair work. Ask and answer.

Are you going to do puzzles at the weekend?

No, I'm not. I'm going to …

3 Read the questions and say the correct answers. Then look and say the letter.



1 Why are you carrying your goggles?
2 Why are your eyes closed?
3 Why are you holding your ears?
4 Why are you happy?

Because the monster in the film is scary!
Because I'm coming from the swimming pool.
Because it's the weekend!
Because it's very noisy!

4 Listen and say.

Grammar focus

Why are you learning to play golf? **Because** I really like it.
Why are you angry? **Because** it's raining!



5 Pair work. Ask and answer. Use the phrases below.

Why are you staying at home?

Because I want to watch a film.

1 stay at home / watch a film
2 learn to play the guitar / like music
3 wear sunglasses / sunny
4 take riding lessons / like horses
5 go to the swimming pool / hot
6 clean your bike / dirty

1 Listen and sing.

Why don't birds swim, but fly?
Why are there stars in the sky?
Why are there fish in the sea?
Why are they not here with me?

Why?
Don't ask me 'why'!
Why?
Stop asking 'why'!

Why are you going for a walk now?
Why have you got a cat, not a cow?
Why do you do puzzles all day?
Why aren't clouds pink, but grey?

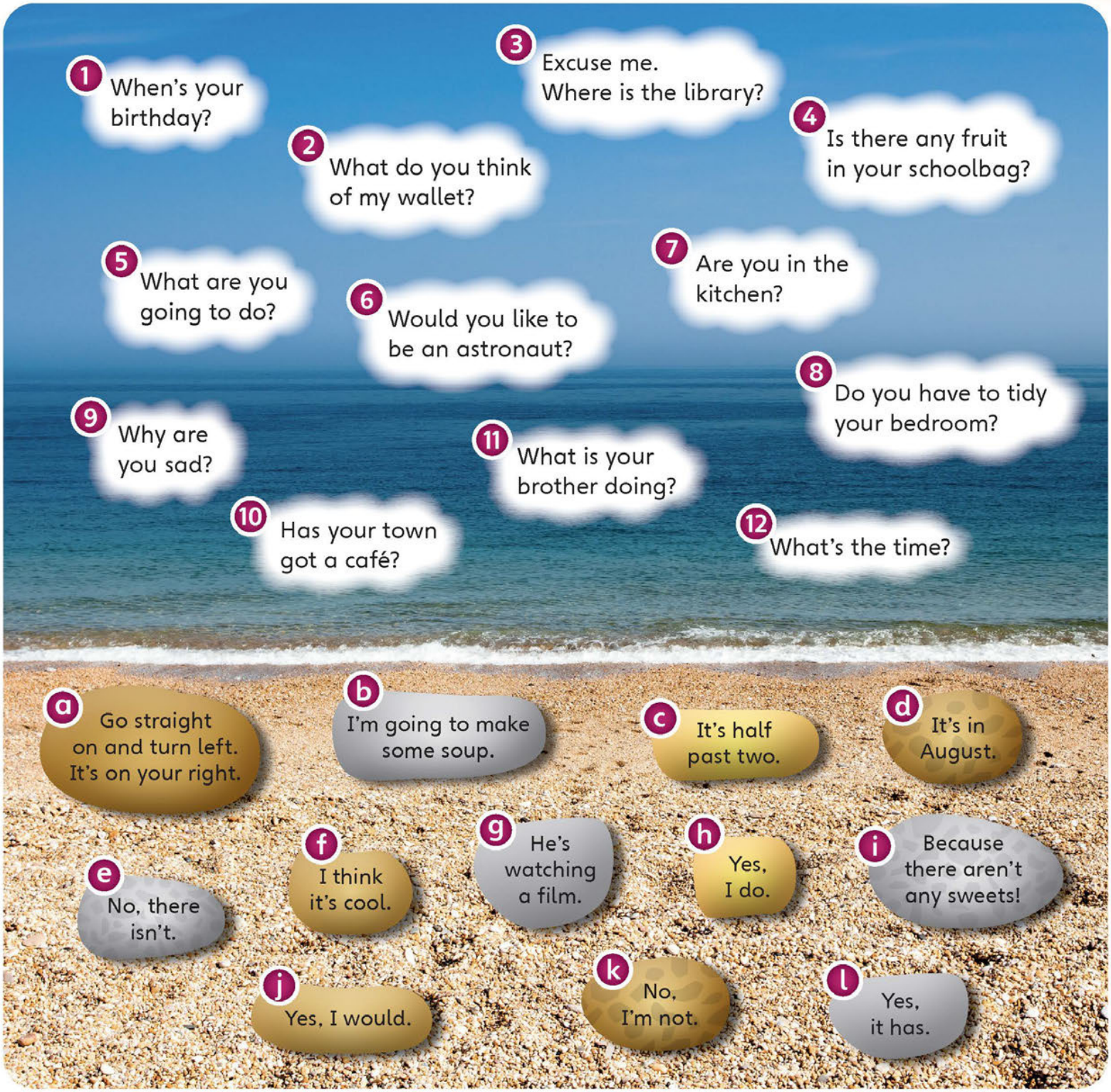
Why?
...



2 Choose words and write a new verse.

Why do ... ?
Why are ... ?
Why have ... ?
Why is ... ?

3 Read the questions. Say the correct answers.



4 Pair work. Play the question game.

When's your birthday?

It's in …

1 The Explorers The Last Line

1



Lucy: We'd like to hire a rowing boat, please.
Assistant: How long do you want it for?
Ben: An hour, please.
Assistant: OK, that's £5.

2



Ben: Oh, where's the line?
Lucy: Hey, look – on the oar! It's the last line!
Ben: You're right. 'There's the key to end this game.' Great, we've got all six lines!

3



Ben: OK, let's put the rhyme in order. I think this is the first line: 'In the lighthouse come and see.'
Lucy: And there's a lighthouse on the beach near the hotel! Come on!

4



Ben: Well, this is stair 33.
Lucy: And there's the picture.
Ben: Now we have to look for the key.
Lucy: Yes, let's do that.

5



Ben: Look, the key! Now we have to find the chest …
Lucy: We have to climb more stairs first. I think we have to go to the top.

6



Ben: 'Climb more stairs and look out west.'
Lucy: Which way is that?
Ben: The sun sets in the west. It's over there.
Lucy: And look at the floor down here!

7



Lucy: That's it, Buster! Find the chest!
Ben: Here's the key. Look, it fits!
Lucy: Wow! This treasure is beautiful!
Ben: And now we can take it to the museum.

8



Horax: That ring … I wasn't very clever!
Zelda: No, you weren't, Horax. Look – the treasure is in the museum now!
Horax: Again? Oh no!

2 Answer the questions.

1 Where do Ben and Lucy find the last line?
2 Where is the lighthouse?
3 Where do Ben and Lucy find the key?
4 Who finds the chest?
5 Where do The Explorers take the treasure?

3 Find a cup of tea in the story.

Our Checklist!
Now we can:
- ☑ Ask and answer questions about Ben and Lucy
- ☐ Ask and answer questions about Horax and Zelda
- ☐ Tell a friend about the Explorers
- ☐ Say what our favourite episode is

1: ☺; 2–3: ☺☺; 4: ☺☺☺

4 Listen and say.

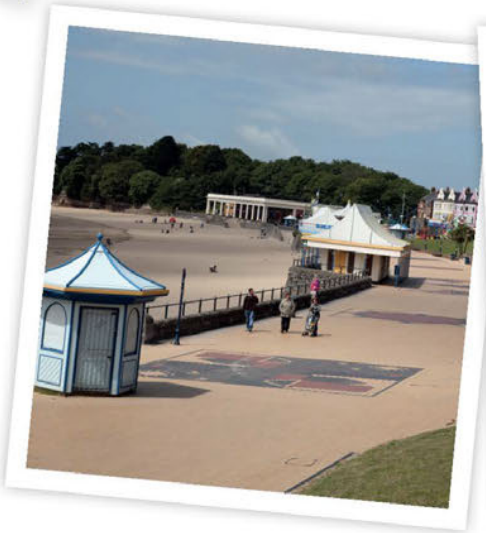
Phonics

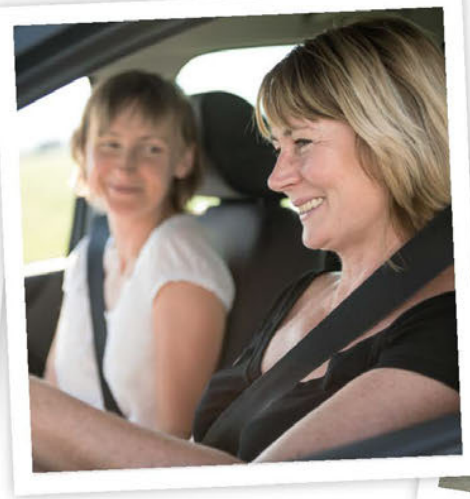


A piece of cake, a cup of tea. On the lake – just you and me.

Skills

1 Listen and answer the questions.







1 What's the name of the town?
2 There's a film on at the cinema – is it old or new?
3 Where's the hotel?
4 Where is Paula's dad?
5 How many days are Paula and her mum going to stay for?
6 What would Paula like to do in the town?

2 Look at the pictures. Work with a partner to tell the story of Stella.

Stella goes into room number 85.
There are some apples …

1



2



3



4



Create that!

1 Listen and imagine. Then draw your picture.





2 Write about your picture. Use these questions.

1 Who is at the seaside with you?
2 What are they doing?
3 What are you doing?
4 Are there any birds flying?

This is my holiday at the seaside. The beach is really nice. I'm swimming in the sea. My sister's …

3 Now tell the class.



Quiz time



1 Do the quiz.



1 We're playing the drums in the … . **(1 p)**

a computer room b music room c dining hall



2 Do bus drivers have to wear a spacesuit? **(1 p)**

a Yes, they do. b No, they haven't.
c No, they don't.

3 Which is the word with the different sound? **(1 p)**

a four b purple c girl





4 What's the weather like? **(1 p)**

a It's sunny. b It's cloudy. c It's raining.

5 My mum's a … **(1 p)**

a dentist b doctor c nurse





6 … is your grandpa not at home? **(1 p)**
Because he's playing golf.

a Where b When c Why



7 The … planet in our solar system is Jupiter. **(1 p)**

a fifteenth b five c fifth



8 Where's Mary? **(1 p)**

a in the computer room b in the music room
c in the gym

Who? What? Where?

I think the game is:



1 Group work. Roll the dice and say the sentences.

Who?

1 

2 

3 

4 

5 

6 

What?

1 

2 

3 

4 

5 

6 

Where?

1 

2 

3 

4 

5 

6 

I'm a waiter. I'm doing a puzzle. I am in the dining hall.

Revision 2 Unit 4 – Unit 8

1 Look at the identity card and answer the questions.

1 What is the boy's first name?
2 What is his last name?
3 Where does he live?
4 When is Peter's birthday?

IDENTIFICATION CARD



First name: Peter
Last name: Smith
Birthday: 12 May 2008
Address: 23 Main Street, London

2 Look at the pictures and write. What does Peter have to do?

1



Peter has to do his homework.

2



3



4



3 Pair work. Ask and answer questions with your partner.

What's your first name?

It's …

What's your address?

I can do the activities on this page:

Project
Do some research!

4 What's the child's favourite animal? Why? Read the text and answer.



What's my favourite animal? The panda bear, of course. It's black and white and bigger than a dog, but smaller than a brown bear. It lives in China and it eats bamboo. Panda babies are called cubs. They are really cute and they love climbing trees. Their mothers take very good care of them.

5 Read the text again and fill in the fact sheet.

PANDA FACT SHEET

- Favourite animal: Panda bear
- Lives in: _____
- Colour: _____
- Eats: _____
- Baby is called: _____



6 What's your favourite animal? Look up information about it on the Internet and write your own fact sheet. Look up pictures and stick them on your fact sheet. Put it in your portfolio.

7 Tell the class about your animal.

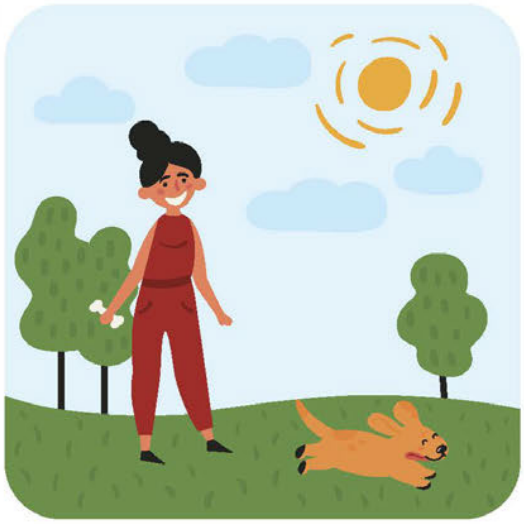
My favourite animal is a …

I can do the activities on this page: ☺ 😐 ☹

Revision 2 Unit 4 – Unit 8

8 Look and write the words.

1



It's summer . It's sunny and hot .

2



It's _____ . It's _____ .

3



It's _____ . It's _____ .

4



It's _____ . It's _____ .

9 Pair work. Ask and answer with your partner.

What season is it?

It's winter.

What's the weather like?

It's snowing and it's cold.

I can do the activities on this page:

10 Read and answer the questions with *because*.

New message

To You

Subject My Weekends

Hi, I'm Carla.
On Saturdays I go rollerblading in the park. My dad plays golf with his friends. I never play because it's difficult. It's a long game because you have to walk lots, but Dad says that's great. My mum works on Saturdays. She's a cook in a big hotel and it's always really busy at the weekends. In the afternoon I do puzzles with Dad at our favourite café. Sometimes we stop at the supermarket. We buy fresh vegetables for dinner. In the evening we stay at home. We always watch a film. I like scary films, but my little brother is younger than me and he can't watch them. He's only seven. We always get a funny film. Then he can watch too. Sunday is my favourite day! Mum never works at the hotel and my family is together :).
Tell me about your weekends.



SEND

1 Why does Carla's Dad like golf? _____
2 Why is Carla's Mum at the hotel on Saturdays? _____
3 Why do they sometimes stop at the supermarket? _____
4 Why do they always get funny films? _____
5 Why is Sunday Carla's favourite day? _____

11 Answer Carla's email.

New message

To Carla

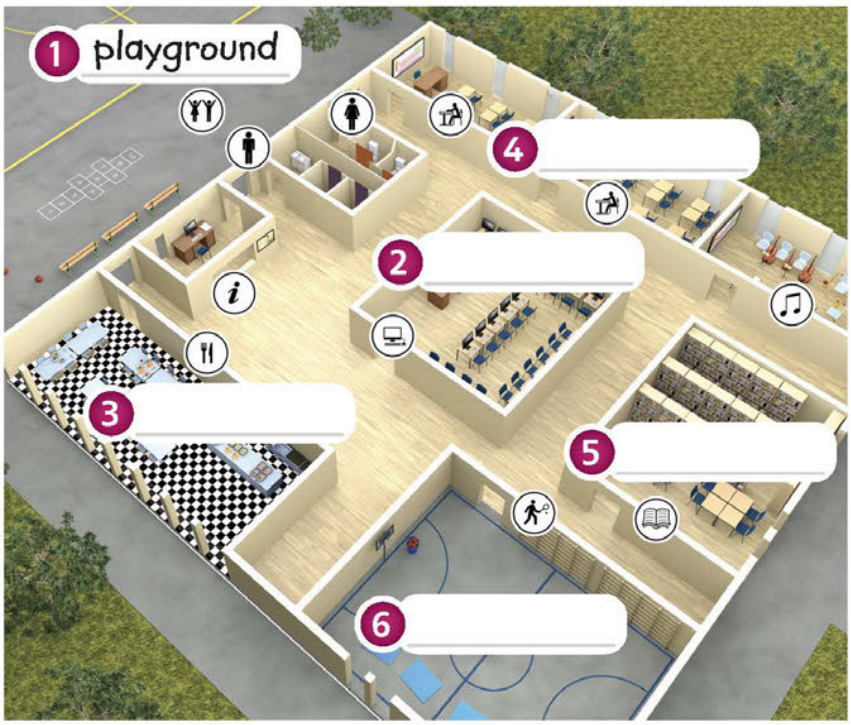
Subject My Weekends

I can do the activities on this page:

Term test 2 Unit 4 – Unit 7

1 Look and write the school places on the plan. (5 points)

~~playground~~ dining hall computer room classrooms library gym



2 Answer the questions so that they are true for you. (10 points)

1 Do you have to get up early at the weekend?
No, I don't. I get up at 10 o'clock at the weekend.

2 Do you have to wear a uniform to school?

3 Do you have to do homework every day?

4 Do you have to go to bed early at the weekend?

5 Do you have to take a bus to school?

6 Do you have to wash up after dinner?

3 Choose and write the correct jobs on the lines. (7 points)

What am I going to be?



1 A cook ?

No! They have to be in the kitchen all day!



2 An _____ ?

Yes! I'd like to travel in space.



3 A _____ ?

Yes! I'd like to play my guitar at a concert.





4 A _____ ?

No! I like playing games, but I can't make them.



5 A _____ ?

Yes! I like animals and I like the country.



6 A _____ ?

No! They have to look at people's teeth!



4 Write questions with *Why* and answers with *Because*. (8 points)

1 you / run?
Why are you running?
that / be / my bus!
Because that's my bus.

2 we / go to the park?

we / have / a picnic

3 they / wear / helmets?

they / go / rollerblading

4 angry / be ?

raining / be / it

Total score: 30 p Sufficient: 10 – 17 p Good: 18 – 24 p Very Good: 25 – 30 p **Evaluation**

109

Festivals Portfolio Grammar focus

Halloween

1 Listen, read and say the letter.













In the US, we celebrate Halloween on 31st October. We make lanterns from pumpkins!

We carve faces on the **lanterns** and put a candle inside. Some of the faces are very **scary** – we want to scare away **spirits** on that night! Would you like to make a lantern for Halloween? It's easy! Here's what you do:

1 First, buy a big **pumpkin** and a **candle**.
2 Then, draw a face on the pumpkin.
3 Next, take out the inside of the pumpkin.
4 Then, cut out the eyes, nose and mouth.
5 After that, put the candle inside the pumpkin.
6 Finally, light the candle. Be careful!

2 Listen and point. Then chant.





Halloween, Halloween,
It's time for Halloween!
It's time to be scary,
It's time to scream!



There are ghosts, there are bats,
There are zombies, there are cats,
There are vampires, there are skeletons
And witches in hats!





Are you scared? Are you worried?
Are you ready to run?
Look – the scary things are coming,
But don't be nervous, it's just for fun!





Christmas

1 Listen and read. Then say *true* or *false*.



This is a photo of the **Christmas tree** in Trafalgar Square in London. It's a present from the people in Norway. Every year, the Norwegians give a beautiful Christmas tree to the people of London for helping them in the Second World War.

The tree is 20 metres high and 50 to 60 years old! It comes from the forests around Oslo. It's got 500 white lights for decoration. The **tree lighting ceremony** is on the first Thursday in December and the lights are on until 6th January.

A lot of people come to sing **Christmas carols** near the Christmas tree in Trafalgar Square. Is there a Christmas tree in your town?



1 The Christmas tree in the photo is in the UK.
2 It is a present for the people of Oslo.
3 The tree comes from the forests in Norway.
4 The tree lighting ceremony is on a Thursday.
5 People don't sing songs around the tree.



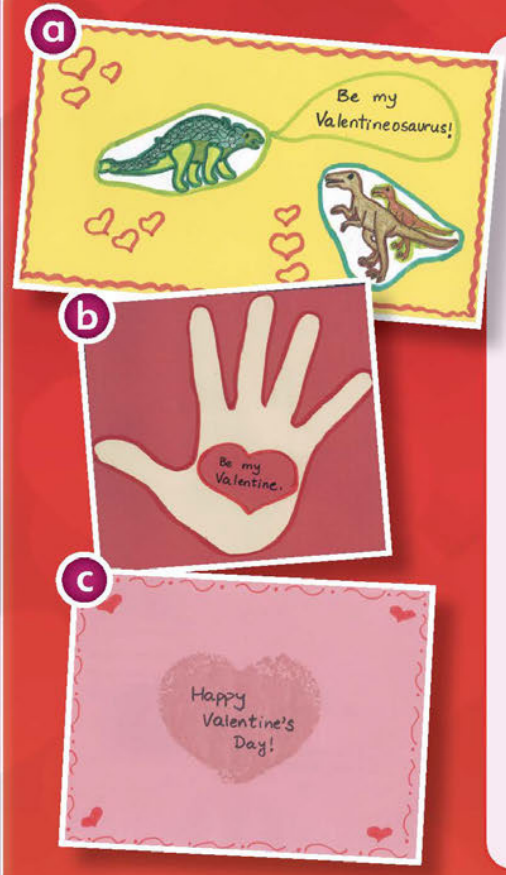
2 Listen and sing.

The holly and the ivy,
When they are both full grown.
Of all the trees that are in the wood,
The holly bears the crown.

Oh, the rising of the sun,
And the running of the deer.
The playing of the merry organ,
Sweet singing of the choir.

Valentine's Day

1 Listen, read and say the letter.





Valentine's Day is on 14th February. People give cards, chocolates and flowers to the people they love.

At school, we make different Valentine cards. Here are some of my favourites:

1 **The 'heart in hand' card** – you cut out a piece of card with your handprint on it. Then you stick a heart onto the hand. You write a poem or a nice message on the heart.

2 **The 'dinosaur' card** – you draw a dinosaur (or two!) or you print out some drawings from the Internet and colour them in. Then you write a fun 'dinosaur' message on your card!

3 **The 'sponge heart' card** – you cut a sponge into a heart shape. Then you dip the sponge into some paint and stamp your card. When the paint is dry, you write a message on your card.

2 Listen and read. Then say the poem.

Roses are red
Violets are blue
Sugar is sweet
And so are you.
Happy Valentine's Day!

My Portfolio

1 What have you got in your portfolio? Read, check and tick (✓).

A comment on Julie's blog	☑
A table about two museums	☐
A map of your town	☐
Your own blog entry	☐
An animal fact sheet	☐
Other	☐

2 Which of the above is your favourite? Why? Write.

1 My favourite is _____ .

2 I like it because _____ .

3 Tell the class about your portfolio.

1 I think my portfolio is: 

2 My partner thinks my portfolio is: 

3 My teacher thinks my portfolio is: 

Grammar focus

Well done, Explorers!

Free-time activities

I/You **read** / **don't read** comics.
He/She **watches** / **doesn't watch** TV.
We/They **play** / **don't play** basketball.

Talking about activities happening at the moment of speaking

I **am** / **am not reading** a comic.
He/She **is** / **isn't watching** TV.
We/You/They **are** / **aren't fishing**.

1 Say the correct answer.

1 I **like** / **likes** camping.
2 Maria **don't** / **doesn't** play tennis.
3 Pedro **goes** / **go** hiking in the holidays.
4 They **don't** / **doesn't** have lunch at school.
5 My brother and I **plays** / **play** the piano.

2 Say the complete sentences.

1 (✗) Emma … (listen) to the radio.
2 (✓) We … (fish) in the park.
3 (✓) Carla and Daniel … (clean) their bikes.
4 (✗) John … (have) breakfast.
5 (✓) I … (do) this exercise.

Asking about free-time activities

Do you **play** football?
Yes, I **do**. / No, I **don't**.
Does he/she **like** pizza?
Yes, he/she **does**. / No, he/she **doesn't**.
Do they **help** in the garden?
Yes, they **do**. / No, they **don't**.

Asking about activities happening at the moment of speaking

Are you **having** dinner?
Yes, I **am**. / No, I **'m not**.
Is he/she **talking** on the phone?
Yes, he/she **is**. / No, he/she **isn't**.
Are they **building** a tree house?
Yes, they **are**. / No, they **aren't**.

1 Put the words in order. Answer.

1 Silvia / hockey / does / play / ? (✗)
2 at 7 o'clock / you / get up / do / ? (✓)
3 baseball / David / does / like / ? (✓)
4 ride / do / their bikes / they / ? (✗)
5 she / does / go swimming / ? (✓)

2 Say the complete sentences.

1 … Sonia fishing? No, she … .
2 … you cleaning your shoes? No, I … .
3 … you and Carlos singing? Yes, we … .
4 … they dancing? Yes, they … .
5 … he sleeping? No, he … .

1 Revision of possession and characteristics

My hair is straight.
Your favourite colour is blue.
His books are on the table.
Her eyes are brown.
Our bikes are in the garden.
Their house is big.

Introducing and describing friends

This is Fred. Fred's jumper is green.
This is Martha. Martha's hair is blonde.
This is Paul. Paul's pencils are on his desk.

1 Say the correct answer.

1 My / His name is Tania. I'm ten.
2 Lisa is my friend. Her / His hair is curly.
3 Tom and Cynthia are my cousins. Their / Your birthdays are in March.
4 We live in England. Your / Our house is beautiful!
5 Is that her / your dog? Yes, it is my dog.

2 Say the correct sentences. Use 's.

1 That's (Vicky) cat.
2 This is Greg. (Greg) eyes are blue.
3 Do you like (John) kite?
4 (Laura) computer isn't in her bedroom.
5 Is (Jane) T-shirt pink?

2 Talking about meals: *some* and *any*

Is there any pasta?
There is some / isn't any pasta.
Are there any apples?
There are some / aren't any apples.

Talking about meals: *going to*

I'm going to make a pizza.
I'm not going to have a bath.
Are you going to watch TV?
Yes, I am. / No, I'm not.

1 Say the complete sentences.

1 Are there … parks in your town? Yes, there are … parks.
2 Are there … biscuits in the box? No, there aren't … biscuits.
3 Is there … fish in this salad? Yes, there is … fish in it.
4 Is there … juice in the fridge? No, there isn't … juice.

2 Put the words in order. Then ask and answer.

1 soup / dinner / are / you / have / for / to / going / ?
2 drink / lemonade / to / going / you / are / ?
3 going / play / you / are / to / the / in / park / today / ?
4 go / swimming / today / going / to / are / you / ?

3 Opinions — Position

What do you think of my drawing?
I think it's really nice!

The hospital is **behind** the café.
The cinema is **next to** the train station.

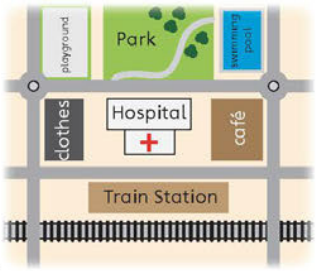
1 Make the questions. Use the words in the box.

What do you think of …?

this game his shorts Tony
my T-shirt her camera

1 I think he's a really good friend.
2 I think they're dirty!
3 I think it's good. It takes great photos.
4 I think it's cool. I like the robot on it.
5 I think it's fun. Let's play it again!

2 Look. Say the complete dialogue.



Jane: (1) … your town got a hospital?
Brian: Yes, it (2) … .
Jane: Where (3) … it?
Brian: It's (4) … the clothes shop and the café, (5) … the train station.
Jane: Oh, yes, I see. And there's a park (6) … the swimming pool.

4 Telling the time; moments of the day; habits and routines — Talking about routines; *before* and *after*

It's **eight o'clock**. It's **quarter past eight**. It's **half past eight**. It's **quarter to nine**.
… **in the** morning/afternoon/evening
… **at** night.

I/You **always** watch TV **before** dinner.
He/She **sometimes** feeds the dog.
We/They **never** wash up **after** lunch.

1 Look and say the complete sentences.

1 I … lunch at … two … afternoon.
2 She (watch) … TV at seven … evening.
3 I (play) … football at … eleven … morning.
4 He (tidy) … his room at … four … afternoon.

2 Say the complete sentences.

✓✓✓ = always ✓✓ = sometimes
✗ = never

1 (✓✓✓) I … help my dad in the kitchen.
2 (✗) Clara … tidies up after breakfast.
3 (✓✓✓) Hugo and Jenny … walk to school.
4 (✓✓) We … get up before 7 o'clock.

5 Talking about animals

Cheetahs are **faster than** tigers.
Ducks are **worse** swimmers **than** penguins.

Where's / Where are ... ?

Where's he/she?
He**'s**/She**'s in the** dining room.
Where are they?
They**'re in the** kitchen.

1 Say the complete sentences.

1 My dog / small / your dog
2 Giraffes / tall / elephants
3 Cats / big / mice
4 Pandas / strong / koalas
5 Horses / bad / runners / cheetahs

2 Look and play the memory game.

1 Where's the boy?
2 Where are the footballs?
3 Is there a cat?
4 Are there any robots?
5 How many toys are there?



6 Revision of time and routines

I **am** in the music room at 10 o'clock.
I**'m not** in the library.
You **are** in the gym at 11 o'clock.
You **aren't** in the classroom.

Asking and answering about the weather

What's the weather like?
It's cloudy / stormy / foggy.
It's raining / snowing.
It's hot / cold.

1 Put the words in order.

1 not / I'm / o'clock. / library / in the / at / three
2 music room / Mike / in the morning. / eight / is / in the / at / o'clock
3 computer room / Mike's teacher / in the evening. / is / in the / o'clock / at / seven
4 at home / at eight / Julie / o'clock. / is
5 quarter/ 'm not / in the classroom / at / past four. / I

2 What's the word? Say.

1 It's **y n s n u**.
2 It's **i w n y d**.
3 It's **g r a i i n n**.
4 It's **n w s o g n i**.
5 It's **d c l o**.

BeatriceGloria_personal library

7 Have to

I **have to tidy** my bedroom.
I **don't have to wash up**.
Footballers **have to wear** a football shirt.
They **don't have to play** football every day.

Do you **have to get up** early?
Yes, I **do**. / No. I **don't**.
Do they **have to walk** to school?
Yes, they **do**. / No, they **don't**.

1 Say the complete sentences. Make them true for you.

1 I … help my parents at home.
2 I … take the dog for a walk.
3 I … make my bed every day.
4 I … tidy my room at the weekend.
5 I … cook lunch every day.

2 Make the questions. Then ask and answer.

1 you / get up early at the weekend?
2 you / do your homework every day?
3 farmers / work in a hospital?
4 your parents / do the shopping?
5 you / wash up every day?

8 Why … ? Because …

Why have you got two pizzas?
Why are you happy?

Because I'm very hungry!
Because it's my birthday!

1 Read the questions. Say the correct answers.

1 Why are you wearing two coats?
2 Why do you want my phone?
3 Why are you making that card?
4 Why are you cleaning your goggles?
5 Why are you in the kitchen?

a Because they're really dirty.
b Because it's my sister's birthday.
c Because it's very cold!
d Because I'm making pancakes.
e Because I want to call Dan.

Our Checklist!

Now we can:

- [x] Talk about free-time activities
- [] Talk about activities happening at the moment of speaking
- [] Introduce a friend
- [] Describe a friend
- [] Talk about meals
- [] Tell the time
- [] Talk about routines
- [] Say where things are
- [] Describe a house
- [] Talk about animals
- [] Talk about the weather
- [] Share an opinion

1–4: ☺; **5–8:** ☺☺; **9–12:** ☺☺☺

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